



ATHENA SWAN

Gold University Application

March 2025



Application information

[Redacted for publication]

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Data statement

All data in our submission are based on headcount. The reporting period for this submission is 31st July 2019 (covering academic year (AY) 2018/19) to 31st July 2024 (covering AY 2023/24).

Gender statement

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 application. 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 (AP20, AP21).

Imagery

Images are taken from public sources or used with permission.

Grading systems

Newcastle University uses the following Professional Services (PS) staff grading system. We use the term PS throughout to refer to these grades.

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
IB	Professor

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 (PRA) and Senior Research Associates (SRA).
- 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 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 REF returnable.

Note: We refer to action points in our previous action plan (2019-25) as PAP with the number e.g. PAP12; we refer to action points in our future action plan (2025-30) as AP with the number e.g. AP8. As per the guidance, these APs have not been included in the word count.

Section 1: An overview of the university and its approach to gender equality

1.1 Letter of endorsement from the head of the university

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university.



28th February 2025

**Professor C P Day CBE DL
MA, MD, PhD, FMedSci, FRCP
Vice-Chancellor and President**

Newcastle University
King's Gate
Newcastle upon Tyne
NE1 7RU

Dear Athena Swan Review Panel,

I have pleasure in presenting Newcastle University's application for a Gold Athena Swan (AS) award. This application has been reviewed, agreed upon and is fully supported by my Executive Board.

Our application is built on over 15 years of sustained commitment to the AS charter principles and to embedding gender equality across our University. We have recently reaffirmed our commitment to equality, diversity and inclusion (EDI) as one of our three core values in the refresh of our 2018 Vision and Strategy.

Since gaining our second Institutional Silver award in 2020, we have celebrated many gender equality successes and seen our work impact other institutions. We have delivered on our three priority areas of working to close the gender pay gap, increasing the proportion of women in leadership roles and diversifying our recruitment processes.

In 2020, we appointed our first female Chancellor, Imtiaz Darker OBE, in 2023 Professor Stephanie Glendinning became our first female Pro-Vice-Chancellor of the Faculty of Science, Agriculture and Engineering (SAGe) and in 2024 Pat Ritchie CBE became our first female Chair of Council. I was also delighted that the achievements of four of our senior women were recognised in the 2025 New Year Honours List.

Among our many achievements since our last submission we have:

- Increased the proportion of female Heads of School (41% in 2019, 50% in 2024); 51.1% of Senate members are female (from 47.1% in 2019); 34% of our professors are female (from 28.9% in 2019; Russell Group average 31%).
- Two faculties have achieved Silver Faculty awards; two Schools in SAGe have Silver and two have Bronze awards.
- Strengthened our family-friendly policies to include a family time policy with paid time off for foster carers and those undergoing assisted conception; enhanced

provision for adoptive parents through our new adoption policy, and introduced bereavement leave for colleagues who experience a miscarriage.

- Increased our resources for EDI including appointing new posts of Head of EDI, EDI Training Lead, and EDI Advisor (Data and Insights).

Through extensive consultation and evaluation of data collected through University, Faculty and School surveys and focus groups, we have agreed five priority areas for the next five years which respond to our institutional needs:

- Visibility and Oversight
- Recruitment and Onboarding
- Career Development and Talent and Succession
- Work Life Balance and Wellbeing
- Student Experience and Outcomes

Our longitudinal commitment to increasing the proportion of women in leadership roles is embedded within each priority.

We are committed to other EDI characteristics as evidenced through our: Race Equality Charter Bronze award (2022), a Stonewall Global Equalities Champion (2016), membership of Disability Confident (2022), and accreditation as a University of Sanctuary (2021). We have aligned these action plans through a new digital community space enabling us to work cross-institutionally, align activity and develop an ambitious intersectional AS action plan.

I champion gender equality both within NU and externally e.g. dedicating one of my annual VC Celebrating Success events to EDI, supporting NU Women events, and addressing international conferences on gender topics.

In my previous letter of endorsement, I set out my ambition for our University to aim for a Gold award. Despite the many challenges we are facing in Higher Education, our commitment to EDI, to growing and strengthening our gender equality work and holding true to our aspiration to be a fully inclusive global University, remains unchanged. Indeed, I believe it is more important than ever to our future sustainability and success.

Yours sincerely,



Professor Chris Day CBE
Vice-Chancellor and President

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The University of Newcastle upon Tyne trading as Newcastle University

1.2 Description of the university and its context

Please provide an introduction to the university.

Newcastle University (NU) is a civic university with a longstanding commitment to EDI and social justice, with EDI being one of our three core values.

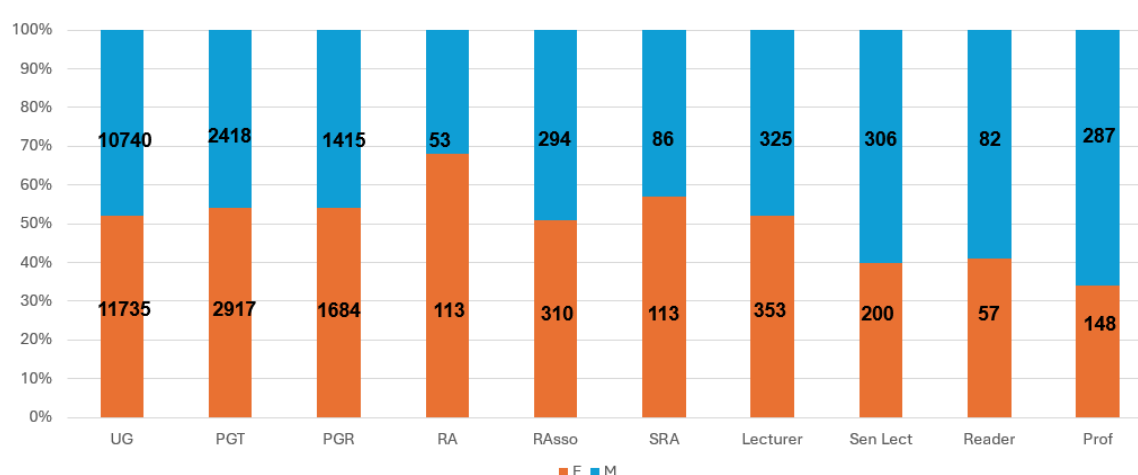
As a research-intensive, global institution, NU is ranked in the top 130 universities in the world (QS World University Rankings), in the top 100 for sustainable development (Times Higher Education Impact Rankings), 15th for research power in Research Excellence Framework (REF) 2021, and was awarded a Silver rating in the Teaching Excellence Framework (2024).

NU is home to over 29,000 students from over 140 countries and offers undergraduate (UG), postgraduate taught (PGT) and research degrees in over 40 subject areas. 21% of our students are from the local area. We have a PARTNERS Programme to support widening participation.

NU is located in Newcastle city centre in North East England, and has two overseas campuses; degrees are delivered in Malaysia (NUMed; medicine, biomedical sciences; established 2009) and Singapore (NUIs; engineering; established 2009).

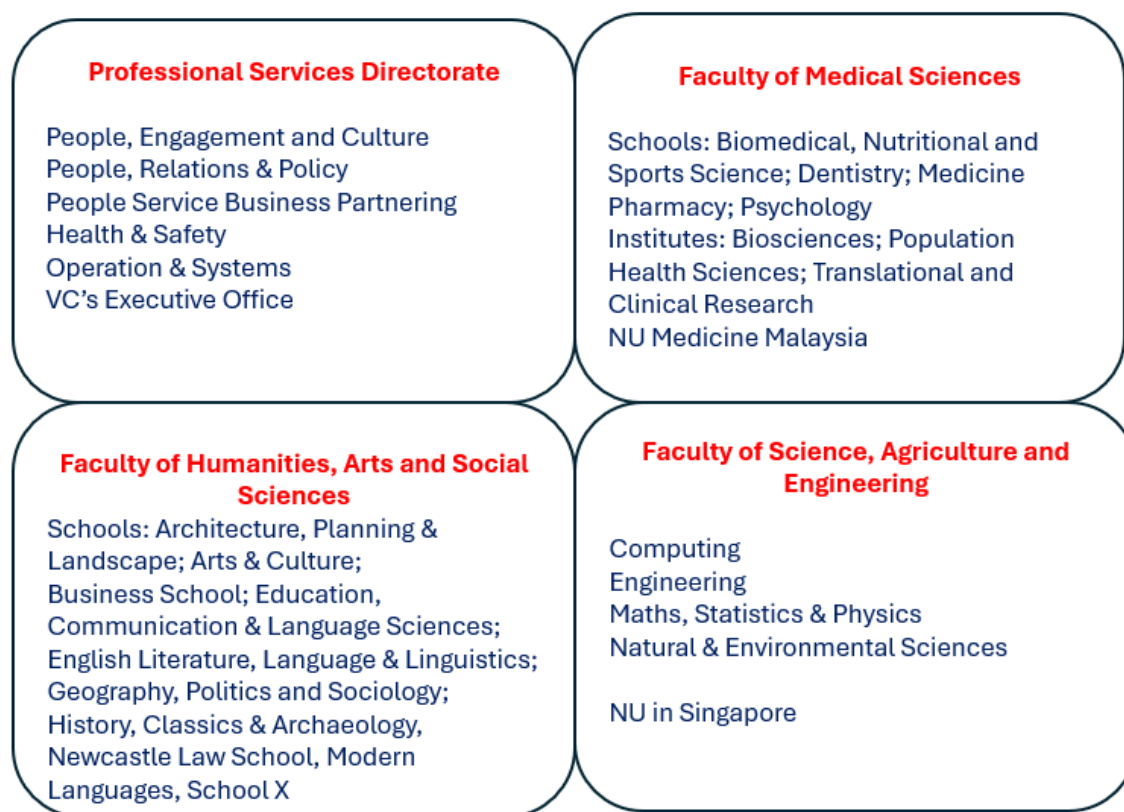
NU has 6,574 colleagues (2024); 1,916 academics, 1,017 researchers and 3,641 PS colleagues. A total of 3,643 (55.4%) colleagues are female, 1.4% increase since our previous AS application. Females are well represented among our students (UG, PGT, postgraduate research (PGR)), Research Assistants and Lecturers (Figure 1); although representation at the more senior grades has increased over time, it is less than males (see Appendix 2, Tables 1, 8.1-8.5).

Figure 1: Academic pipeline at Newcastle University, 2024



NU has three faculties (Faculty of Medical Sciences (FMS); Faculty of Humanities, Arts and Social Sciences (HaSS), Faculty of Science, Agriculture and Engineering (SAGe) each with a different structure and size, and a PS Directorate (Figure 2).

Figure 2: Newcastle University Faculties and Professional Services Directorate



NU has seven EDI Staff Networks (NU Women, Rainbow@Ncl, NU Race Equality Network (NU REN), NU Parents, Carers Network, Disability Interest Group (DIG), NU TechNET EDI Group) which bring colleagues and PGR students together to share experiences, provide support, host events (e.g. Figure 3) and play a key consultative role in University-wide policies and strategies (Section 4).

Figure 3: NU Women Interactive Workshop – Good Girl Deprogramming, 2024



NU has been involved with the AS charter since 2009 (Bronze award; Bronze renewal, 2012, Silver 2016, Silver 2020). All units have AS awards: FMS has a second Silver Faculty award, HaSS a Silver Faculty award, the SAgE Schools of Natural and Environmental Sciences (SNES) and Maths, Statistics and Physics (MSP) have Silver awards, and the Schools of Engineering and of Computing have Bronze awards.

We have been a Stonewall Global Equalities Champion since 2016, achieved a Race Equality Charter (REC) Bronze award in 2022, member of the Business Disability Forum (2022), awarded University of Sanctuary status (UoS) in 2021 (re-accredited, 2024) and Disability Confident Level 2 in 2024 (member since 2022).

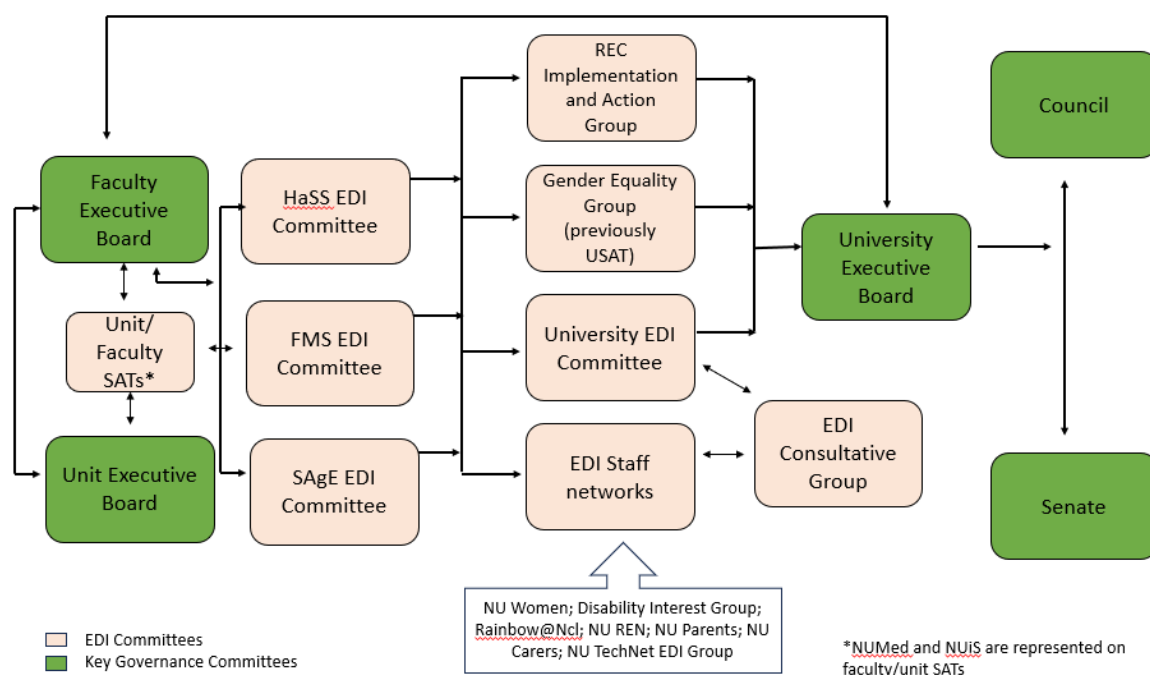
Please see VC's letter for examples of gender-related successes since our last application.

1.3 Governance and recognise of equality, diversity and inclusion work

Please provide a description of your equality, diversity and inclusion (EDI) structures, staff and university-level resources.

Figure 4 summarises NU's EDI structures.

Figure 4: Newcastle University's EDI structures



Following discussion at the University Self-assessment team (USAT) meetings in 2023-24, the USAT became the Gender Equality Group (GEG) to represent broader gender-based initiatives as well as AS. The GEG remains our USAT responsible for driving forward our commitment to the AS charter.

The GEG reports into University EDI Committee (UEDIC), a sub-committee of University Executive Board (UEB), through the co-chairs (Dean of EDI (DEDI) and Director of People Engagement and Culture (DPEC)), and through UEB to Senate and Council.

Each faculty has a Director of EDI (FDEDI), who are members of GEG, their Faculty Executive Boards (FEBs), Faculty EDI Committees (FEDIC) and UEDIC ensuring GEG business is acted on within their faculties. The DPEC co-chair is a member of the People Matters Group (PMG), which provides strategic advice and guidance on people matters, chaired by the Executive Director of People Services, ensuring GEG business feeds into the PMG.

Since our last application, and in support of our aspiration to apply for Institutional Gold, we increased our EDI resources, including appointing three new posts, expanding the existing EDI team of DEDI, three FDEIs, EDI Charters Advisor (EDICA) and three Faculty EDI Advisors. We launched our EDI Fund (EDIF) in Oct 2017 from strategic funds committed by UEB dedicated to supporting EDI projects/events, funds awarded to colleagues and students, and our EDI Networks; 74 projects funded to date, an investment of >£285k.

1.4 Development, evaluation and effectiveness of policies

Please describe the processes in place for developing, evaluating and revising university policies.

Through consultation, our Policy Team has produced a protocol for those developing a new policy or reviewing an existing policy. This involves a step-by-step guide of actions to ensure colleagues are engaged with and consulted: clear aim of the new/updated policy, benchmarking against other Higher Education Institutions (HEI)/non-HEIs, equality analysis (EA), timeline, and ways to promote the new policy within the University. Key to this protocol is EA, recommended across the university since 2019, mandatory since 2023, and is now integral to developing, consulting on, and evaluating policies. EA takes place for new policies, revised/changed policies or where no previous EA has been undertaken.

We engage with our EDI Networks and students to support policy review and development e.g. when reviewing our family-friendly policies, Rainbow@Ncl highlighted the importance of recognising that not all families look the same and that our policies should reflect that. We changed the title of our paternity policy to 'Paternity/Partner Policy' and our maternity policy to 'Maternity/Pregnancy Policy' and made the language gender neutral; NU Student Union (NUSU) society 'It Happens Here' supported the review of our personal relationships at work policy.

Our Policy Team set up a MS Teams' channel (October 2023), via which the chairs and co-chairs of the EDI Networks are informed about future policy reviews. This enables them to input in a timely way to the EA for new policies, policy changes and amendments. The EDI Consultative Group (EDICG; consisting of members from across the University, students, EDI Networks and Trade Union representatives) plays a key consultative role in university-wide policies and strategies, ensuring that EDI considerations are integrated into decision-making. The EDICG collaborate with the Policy Team and have developed their work and role through a consultative toolkit, ensuring the group is independent, representative, and inclusive.

Information on EAs, guidance, and case studies are easily accessible on our website. Training is provided for colleagues required to undertake EA; Action Learning Sets support good practice and enable evaluation of both the developments under consideration and the workings of EA itself. We will continue to add to these resources and provide training (AP8). Feedback has been positive:

‘The Equality Analysis process was communicated very clearly by the Advisor, and it provided a practical framework to efficiently conduct the analysis’.

SAG E Strategic Projects Manager

1.5 Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university’s future gender equality work.

This application was overseen by the GEG which has 16 members (Table 3) comprising: Academics, Researchers, PS colleagues, PG students, Faculty and Central Services representation, colleagues from different ethnic groups, job roles, work-life balance experiences, caring responsibilities and sexual orientation. While there is over-representation of women (11, 69%W), we have more male members than in our previous USAT (24% in 2019, 31% in 2024). GEG membership will be reviewed annually (AP5) to address any underrepresentation. New members will be recruited via an open invitation to colleagues through our University-wide newsletter, NU Connections, or an invite by the co-chairs to individuals holding specific University roles considered necessary to be represented.

Staff time associated with GEG membership is recognised in our Academic Workload Allocation Model (WAM) under citizenship activities which have been a promotion criterion since 2020. We do not have a WAM for PS colleagues; their contribution is agreed with their line manager and can be recognised through our Spotlight awards. We reviewed how PS colleague contributions can be better acknowledged (PAP1.9B) and an agreed approach has been taken forward. We meet in hybrid format four times a year; meetings continued online during the Covid-19 pandemic.

We did not progress with appointing an external member to join the GEG (PAP1.14E); see section on Plans for the Future.

Table 3: Membership of Newcastle University's Gender Equality Group

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This application's core writing group comprised the EDICA, EDIAD&I and GEG co-chairs, with input from the GEG, colleagues and students across the University. The EDICA assessed University, Faculty/School surveys, culture surveys, existing action plans (Appendix 1), and guided conversations with delivery teams to identify and agree actions.

The self-assessment was based on analysis of qualitative and quantitative datasets (Table 4).

Table 4: Summary of data sources that have informed our self-assessment

Year	Source	Engagement	Details
2019	EDI Annual Report	Analysis of the 2018/19 colleague population = 6276 colleagues 3341 females 2770 males	Data in relation to workforce and pay gaps
2019	Pulse survey	2440 respondents	Data regarding culture and experience for colleagues
2020	Covid-19 Colleague Wellbeing Survey	2927 respondents 790 male (30.6%), 1778 female (68.9%), 12 prefer to self-describe (0.5%)	Survey about the impact of Covid-19 on colleagues e.g. increased caring responsibilities
2022	REC action plan	Two culture surveys 2019 survey response rate was approximately the same for majority (18%) and MEG (18.1%) colleagues 2021 survey response rate was 8% for majority groups and 14% for MEG.	Data in relation to colleagues, students, research, campus and estates
2022	Gender Equality Plan	Self-assessment linked to previous Athena Swan action plan	Focus on gender equality with consideration to work-life balance and organisational culture
2022	Research Culture Survey	841 respondents	Encompasses behaviours, values,

			expectations, attitudes and norms of research community
2022	FMS Culture Survey	Academic respondents = 486 PS respondents = 266	Survey focused on various aspects of workplace culture, such as belonging and inclusion, gender equality, work-life balance, bullying and harassment, career development, and wellbeing. Focus groups and individual interviews were also conducted to gain deeper insights
2023	Postgraduate Research Experience Survey (PRES)	985 students completed PRES (36.7% of population) 517 women 386 men 85 no response	Questions about supervision, resources, culture, community, induction, responsibilities, support, research skills, professional development, teaching and Covid-19
2023	Postgraduate Taught Experience Survey (PTES)	1410 respondents 836 women 504 men 21 prefer not to say 49 no response	Questions about teaching and learning, engagement, community, assessment and feedback, dissertation, organisation, resources, support, and skill development
2023	Student Life Strategic Plan	External benchmarking via literature review	Sets out to support the student experience through four objectives: welcome, belong, thrive, connect
2023	Research Concordat	Consultation with networks, professional services, and faculty colleagues	Explores research career development, environment and culture, and employment
2023	Disability Confident Level 2	Self-assessment curated in collaboration with colleagues in recruitment, HR, procurement	Self-assessment based on practice related to recruitment and culture
2023	SAgE ENG Culture Survey	Academic respondents = 61 (19.7% population) PS respondents = 57 (39% population)	Data in relation to belonging, appraisals, mentoring

2023	SAgE SNES Culture Survey	Academic respondents = 55 (26.8% of population) PS respondents = 48 (57.1% of population)	Data in relation to appraisals and mentoring
2023	SAgE Maths, Stats and Physics (MSP) Culture Survey	Academic respondents = 48 (48% of population) PS respondents = 13 (81.3% of population)	Supporting childcare requests
2024	HaSS Culture Survey	Culture survey with 451 respondents and 3 focus groups with 20 participants in total. Culture survey sex split: 304 females 111 males 32 prefer not to say	Data in relation to communications, methods of collaboration, and progression
2024	Technicians Commitment	Engaged one third of technician's community in discussion groups and online survey	Plan focuses on people, increasing visibility, increasing diversity in technical roles, developing skills, developing pipeline and engaging with local area to develop partnerships
2024	Parents and Carers Survey (NUPCS)	422 respondents 250 females 107 males 31 prefer not to say 34 no response	67.7% of respondents not aware of website detailing support for student parents and carers 57.8% not aware of website for colleague parents and carers
2024	Access and Participation Plan (APP)	Considers whole student body (29,500 students, 52% female, 48% male)	Narrowing attainment gap is a priority of APP
2024	Inclusive Newcastle Knowledge Centre report	Review of awarding gap in Engineering between black and white students	Awarding gap is present, opportunities need to be created, including networking
2024	Pulse Survey: Wellbeing and Workload	3002 respondents (47% of colleague population) 1549 females 916 males	Data in relation to experience of working environment

		282 other 167 prefer not to say 88 did not answer	
2024	Pulse Survey: Personal and Career Development Survey	2329 respondents (34.8% of colleague population) 1235 females 739 males 182 prefer not to say 161 did not answer 12 others	Data in relation to perceptions and experiences regarding career progression
2024	EDI Annual Report	Analysis of 2023/24 colleague population = 6574 3643 females 2931 males	Data in relation to workforce and pay gaps

The EDIAD&I prepared data for Appendix 2, working with the relevant teams e.g. Recruitment, Promotions, Planning Office.

The GEG was pleased with the positive comments from our previous application. Three areas were highlighted for continued prioritisation:

1. Improving representation of women in SAgE. There has been an increase of female colleagues across all academic grades e.g. in 2019 11.4% were Professors, 17.4% in 2024. Female applicants have been more successful in being shortlisted and following interview compared to males (Appendix 2: Table 50, Chart 25). See PAPs1.1C2, 1.17B, 2.1A, 2.4A, 3.8A. See APs19, 23, 45, 53.
2. Succession planning for HoS. A new process for succession planning has been developed, is currently being rolled out to cover UEB, FEBs and will be extended to School and Institute leadership teams. PAP5.4B. AP37.
3. Information on childcare provision. We planned a feasibility study of providing childcare facilities in 2020 but this was not progressed due to Covid-19. We have received feedback that colleagues prefer to manage childcare in their local area due to increase working from home since Covid-19. We have strengthened our relationships with existing nursery provision across the city. PAPs6.11A, 6.11B. AP's50, 53, 73.

The GEG met more often during the year prior to this submission with email communication between meetings. Regular presentations on progress were given and specific actions were discussed and refined. In the last six months, we held four half-day meetings to refine and confirm the action plan.

The FDEDIs supported the alignment of the University's action plan with the faculty (FMS and HaSS) and SAgE Schools' action plans. We consulted with: colleagues through surveys and focus groups (Table 4), EDI Networks, UEDIC meetings, where AS is a standing item, and discussion and feedback from UEB, Senate and Council.

We engaged externally with the Network of EDI Academic Leads (NEDIAL), Gold AS institutional leads, our Advance HE (AHE) AS lead, and received helpful feedback through a AHE review of our draft application. Our application has been discussed and approved by UEB, Senate and Council.

Plans for the future

The GEG will continue to meet four times/year to oversee the implementation of the action plan. We have developed a Shared Charters Space (SCS) in which we bring together our charter action plans in a digital platform. This has facilitated working synergistically across charters, the ability to work intersectionally, and the efficiency in monitoring where actions are in the implementation cycle.

We will review GEG membership annually. Some membership is based on university role but we will also have an open call for members through NU Connections, to ensure others have an opportunity to participate, and a targeted approach to address underrepresentation (AP5). We will undertake a survey of GEG members to identify what further support they need.

Our gender equality work will continue to be actively discussed at UEDIC, to ensure senior leaders are aware, active in, and supportive. This work will continue to be promoted through our website, regular communication channels, NU Connections, celebrated through diversity days and the Vice-Chancellor's EDI-focused annual Celebrating Success event.

We will establish an External Advisory Group (EAG) consisting of a gender equality expert from three Universities to meet with the GEG annually to review our progress and provide external oversight (AP6).

Section 2: An evaluation of the university's progress and success

2.1 Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

The GEG is accountable for monitoring AS progress, offers a forum for feedback to action leads and to the EDICA, and ensures delivery of the action plan. Action plan review is a standing item at each meeting. Action leads provided updates at meetings on where in the implementation cycle their action(s) was/were, any barriers to progress or changes to timelines. The EDICA was responsible for working with action leads between GEG meetings and updating the live action plan. During the past year, our SCS has gone live and is accessible to action plan owners. This digital platform has greatly facilitated monitoring and delivering actions and supported the development of our 2025-30 action plan.

The EDICA worked closely with the EDIAD&I to ensure the action plan included relevant data and to report the degree of completion for actions using the red, amber, green (RAG) method.

Evaluation of actions has been through University pulse surveys, other surveys, focus groups, listening exercises, working groups, feedback at the six-weekly EDI Network chairs meetings, and 1:1 discussions. Some actions were amended or deemed no longer relevant (see below) or the timing of delivery was affected by Covid-19 (e.g. PAP6.10 referred to flexible working but work patterns have changed due to blended working, PAP6.11 referred to a nursery feasibility study but parents now are using local childcare due to working from home) and others by the financial situation affecting many Universities (e.g. PAPs2.3A, 2.3B referring to bridging funds for research grants).

Progress with our previous action plan is summarised below using the RAG rating method as described in the AS guidance.

Green-rated actions:

189 actions (91.7% of 206 total actions). Progress has been made against all priority areas - see section 2 for in depth examples about progress made, including longitudinal progress.

The following have supported the high proportion of actions rated green:

- Additional investment supported by UEB in our EDI team including an EDI advisor dedicated to our charters work (EDICA) and one dedicated to data analysis (EDIAD&I) has been critical
- Creation of a combined tracker for AS and REC plans, increased efficiency regarding meetings with action leads
- Development of the SCS platform to host all AS action plans
- Having GEG members who contribute to AS review panels
- Having the action plan as a standing item at GEG meetings and feedback from action owners enabled identification of barriers early in the cycle

- Assigning actions to job role rather than a person addressing staff turnover
- Establishing working groups to progress particular projects e.g. review of the Returners Support Programme (RSP), improving training materials and resources for EA
- GEG membership including those from faculties and EDI Networks ensuring activity is joined up and best practice is shared across the University

Amber-rated actions:

Ten actions (4.9% of total actions)

- PAPs1.9A, 1.9B, 1.9C aimed to review workload allocation (WA) for SAT chairs/ members and those undertaking AS work, to establish how PS roles in SATs are recognised, and to draft formal guidelines regarding WA for SATs. A WA model is in place in the academic space for chairs and membership under 'citizen activities'. Involvement in citizenship activities e.g. AS work, is a promotion criterion. A group was set up to review WA for PS colleagues which concluded that PS colleagues should agree commitments informally with line managers, and that no formal WA model would be progressed. Links to AP41.
- PAP1.12A, share findings from EDIF projects with EB, was not undertaken as many funded projects were events or training; these were communicated to the University community via NU Connections.
- PAPs2.3A, 2.3B, refer to extending the bridging funds for research grants approach used by FMS to all faculties. There is an aim to extend this across all faculties but the financial situation meant that this could not be implemented. Work is still ongoing.
- PAP2.12B 'Develop clear and tangible criteria for citizenship' will be reviewed as part of a wider review of promotions criteria (links to AP 43); 2.12E refers to modernised academic promotions process; this is linked to ongoing work on core systems (APs44, 45).
- PAPs3.5A, 3.5B, refer to systems that capture EDI data for job offer holders and reasons for not taking up roles; part of this will be delivered as a future action (AP19) but reason for not taking up role is a challenge as not everyone wants to provide a reason.

Red-rated actions:

Seven actions (3.4% of total actions)

- PAP2.6 commits to creating a standard leavers survey which captures equality data. The appropriate system to deliver this survey is now in place and links to AP42.
- PAP1.14E aimed to seek a USAT member from outside HE to support learning and adoption of best practice. This action is superseded by a new EAG (AP6).

- PAP1.16B 'Develop Faculty/unit communication plans with join up to the University communication strategy'. The Faculty/unit communication plans were aligned to the University EDI Strategy. Links to AP3.
- PAP2.11B 'Prepare case studies on those who have undergone a secondment' was not progressed. There is guidance available about secondments and opportunities are published on the University vacancies site.
- PAP3.9D 'Organise two career conversation events annually for men in PS roles' was not achieved as there wasn't sufficient support from male colleagues to progress this action.
- PAP5.4B 'Leadership and Succession Group to take responsibility for cascading succession thinking throughout the organisation' has been superseded by planned Talent and Succession conversations (AP37).
- PAP6.2B 'Make funds automatically available to cover locally generated solutions for teaching cover' has been superseded by new guidance for the colleague to inform the line manager of leave with one semester of notice, and guidance for line manager to find cover and build a case for the HoS/Director of Education to review if budget is required.

Newcastle University Previous Action Plan

Institutional Athena SWAN Action Plan (2019-25)

“Newcastle University is committed to developing a fully inclusive global University community in which staff and students from all sectors of society can thrive equally.”

Our Equality, Diversity and Inclusion (EDI) vision was developed following consultation with staff and endorsed at a meeting (13/7/2018) of the senior team consisting of the Vice-Chancellor (VC), the three Faculty Pro-Vice-Chancellors (PVCs), Executive Director of People Services (EDPS), the Dean of EDI and the three Faculty Directors of EDI (FDEDI). Our Action Plan seeks to support our vision through the delivery of actions that are aspirational whilst being realistic. To achieve this, we have organised our actions around gender equality into seven themes. Our Action Plan details activities under each of the themes of:

- ✓ Further embedding Athena SWAN and EDI Principles across the whole University
- ✓ Supporting career progression for all staff
- ✓ Supporting a more progressive approach to staff recruitment
- ✓ Intersectionality: consider the intersection of gender and BAME
- ✓ Increasing women in leadership positions
- ✓ Supporting staff who are carers
- ✓ Supporting staff who identify as Trans or Non-binary

Our Action Plan is aligned to our University policy and planning activity. We use a **PINK/AMBER/BLUE** to denote action priority: **PINK** denotes that all activity relating to the action will be completed by the end of the first year (end of Dec 2020), **AMBER** denotes that activities relating to the action will be completed between Jan 2021 and the end of June 2022, and **BLUE** denotes that all activities relating to the action will be completed between July 2022 and the end of Dec 2023. If a month is given in the Timeframe, we mean the action will be completed by the end of that month. We give the Role or Team responsible for delivery of the actions.

Newcastle University Athena SWAN Silver Application Action Plan

Action Point No.	Action		Rationale Future Action	Timeframe	Role or Team Responsible	Success measure	RAG
1. Embedding Athena SWAN: To commit to further embedding gender equality and EDI principles across the whole University and supporting units to apply for Athena SWAN awards							
1.1	a) Support our Faculty of Medical Sciences (FMS) to apply for a Silver renewal.	The FMS was awarded a Faculty Silver award in April 2018. Their date of renewal is April 2022.	1.1A) Support the FMS to apply for a Faculty Silver renewal award in April 2022.	April 2022	Faculty Director of EDI (FDEDI) (FMS); Equality, Diversity and Inclusion (EDI) Project Officer (FMS); FMS Athena SWAN Project Officer; Unit Self-assessment Teams (SAT)	FMS has submitted an application for a Silver renewal in April 2022.	GREEN
	b) Support our Arts, Humanities, Social Sciences, Business and Law	Six Schools in the Faculty of Humanities and Social Sciences (HaSS)	1.1B1) Support three remaining Schools to gain a Bronze award.	April 2020	FDEDI (HaSS); EDI Project Officer (HaSS); School SATs	All HaSS units have an Athena SWAN Bronze award by April 2020.	GREEN

	(AHSSBL) departments to further engage with Athena SWAN.	already have Bronze Athena SWAN awards. The remaining three units have plans in place to apply for an award. Ambition is for a School to gain a Silver award and then to apply for a Faculty Athena SWAN award.	1.1B2) Support the School of English, Literature and Language (SELLS) to gain its next award (Silver or Bronze).	April 2021	SELLS SAT	SELLS successfully awarded their next award by April 2021	GREEN
			1.1B3) Support the School of Geography, Politics and Social Sciences (GPS) to gain a Silver award.	Nov 2021	GPS SAT	GPS successfully awarded a Silver by Nov 2021.	GREEN
			1.1B4) Faculty application delivered.	Nov 2022	FDEDI (HaSS); EDI Project Officer, (HaSS); School SATs	Application for a Faculty award made by Nov 2022.	GREEN
	c) Support units in Faculty of Science, Agriculture and Engineering (SAgE) to apply for a	Four units in SAgE currently hold a Bronze award. Newcastle University (NU) in	1.1C1) Support NUIS to successfully gain a Bronze award.	April 2020	FDEDI (SAgE); EDI Project Officer, SAgE; School SATs	NUiS holds a Bronze award by April 2020.	GREEN
			1.1C2) Two of the four SAgE	April 2023		Two SAgE units awarded a Silver award by April 2023.	GREEN

	Silver Athena SWAN award.	Singapore (NUIIS) does not currently hold an Athena SWAN award but is engaged with the application process.	units to hold a Silver award.				
1.2	<i>Carried over from last application Action Plan and will continue to be until Gold award in place:</i> Establish a 'Going for Gold' Working Group and set external engagement goals.	We have invited representatives from Gold departments (Univ of York) to speak at NU and have visited Gold departments (Queens Univ, Belfast). The VC hosted a Think Tank on EDI in	1.2A) Work with Gold award holders and Advance HE to understand what is needed to reach Gold award level.	Ongoing from Jan 2020 - Dec 2023	All: VC; DVC; UEB; Executive Director People Services (EDPS); DEDI; University SAT (USAT)	Work with Gold awardees and Advance HE completed by end 2020, submit a report to UEB on what is needed to reach Gold.	GREEN
			1.2B) Develop initiatives to underpin a future Gold Athena SWAN application and develop a specific Action Plan around			Action Plan developed by June 2021. One School or Faculty has submitted a Gold application by 2027.	GREEN

		July 2017 and our Athena SWAN ambitions were discussed. An Athena SWAN Cross Faculty Forum was held in 2018 which focused on sharing learning internally. We will continue to identify best practice from others and continue with our external engagement to demonstrate that we are externally	Going for Gold.				GREEN
			1.2C) Further develop our external engagement with the sector including a plan of activities to be delivered by UEB members to support a Gold application.				
						Plan for external engagement activities approved by UEB and being delivered by UEB and USAT members ongoing until Gold application submitted (end 2027) and as part of that application's action plan.	

		recognised as having expertise in gender equality.					
1.3	Continue to undertake beaconing activities.	We are regularly invited to present our gender equality work at other Universities, at conferences and we support Universities with their Athena SWAN work e.g. by acting as a 'critical friend'. NU hosted the Athena SWAN North East Regional	1.3A) Undertake eight beaconing activities annually.		USAT members; Members of Staff Networks; EDI Manager; USAT members	Eight beaconing activities e.g. invited presentations at other Universities, facilitating conference workshops, completed per year. Feedback and evaluation collected through a questionnaire and acted upon.	GREEN
			1.3B) Work with at least two other Universities per year to support their Athena SWAN applications.		DEDI; FDEDI; EDI Project Officers; USAT members	Two Athena SWAN applications from other Universities supported annually.	GREEN
			1.3C) Facilitate two events per year by our colleagues		NUiS SAT; Faculty of Medical Sciences (FMS) SAT (NUMed)	Two events held, evaluated and learning shared with USAT.	GREEN

		Network in Feb 2016 and attend these meetings. NU staff regularly act as Athena SWAN panel members. We presented a poster at the EDI in STEMM conference (Amsterdam , Oct 2018).	based in our overseas locations to provide expertise in approach to gender equality in these locations.	All: annual from Jan 2020 - 2023			
			1.3D) NU to host a meeting of the Athena SWAN North East Regional Network in 2020.		EDI Manager; People Services Advisor (PSA)(EDI)	An Athena SWAN North East Regional Network meeting hosted by NU by end of 2020.	GREEN
			1.3E) A NU staff member will be an Athena SWAN panellist for every submission round and include observers from NU to extend learning.		USAT members; Unit SAT members	NU representation as panel members or observers during every Athena SWAN submission round. Participation monitored and feedback reported to USAT.	GREEN
			1.3F) Submit one workshop		USAT members	One workshop proposal submitted	GREEN

			proposal per year to the Advance HE EDI conference.			annually. Report into USAT.	GREEN
			1.3G) Submit at least one abstract to the EDI in STEMM Congress which occurs every two years.		DEDI	At least one abstract submitted to every STEMM congress. Feedback from conference into USAT.	
			1.3H) Support the development of guidelines for panels reviewing applications from overseas departments.		EDI-SAgE; Faculty EDI Project Officer; FDEDI-FMS	Guidelines in place hosted on the Advance HE website by 2022; number of downloads recorded. Reviewed after 12 months (2023) and amendments made.	
1.4	Support units applying for Athena SWAN awards through internal review panels.	Athena SWAN application internal review panels have been in place since 2015.	1.4) Review what resource is required for this and put in place to ensure continuation and ensure consistency of	2020	EDI Manager	Support in place to support unit applications to access data and to organise internal panels. Internal panel conducted for every Athena SWAN application;	GREEN

		Central support is required to continue previous good practice and to support access to data/bench marking data for applications.	approach/ feedback to units.			feedback provided to unit. Data collected via survey on experience of panels and amendments made to process by end Dec 2020 if deemed necessary.	
1.5	Provide Athena SWAN specific training for staff.	Athena SWAN specific training for staff has not been previously offered. Training is needed to increase engagement of staff with gender equality and the Athena SWAN	1.5A) Existing training continues for staff and is adapted if required based on staff feedback.	March 2020	All: Assistant Director of People Services - Organisational Development (ADPS-OD); EDI Manager; DEDI; Faculty EDI Officers; NU Information Technology (NUIT)	Training programme on gender equality and Athena SWAN further developed by end March 2020.	GREEN
			1.5B) Training for SAT members, EDI committees, Executive Boards (EB) is in place.	Ongoing from April 2020 – June 2021		All SATs, EDI Committees and EBs trained by end June 2021.	GREEN

		charter. Training for staff in units at different stages of the Athena SWAN journey (Introductory, Intermediate, and Advanced) has been made available from July 2019. Engagement by the USAT and SAT members is required. New staff members joining SATs need to know what is expected of their	1.5C) Develop an Expectations document around SAT membership.	In place by Dec 2020		Expectations document developed and hosted on our Athena SWAN webpage by Dec 2020.	GREEN
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		involvement					
1.6	Develop inclusive language training and a gender language glossary and roll out across the University and share with the sector.	Staff feedback has identified a need for all staff to be aware of the importance of using inclusive language in all our communication media and in our interactions. An ongoing EDIF funded project on producing an inclusive gender language glossary is at the consultation stage with two workshops	1.6A) Finalise an inclusive language glossary and host on our website.	Jan - March 2020	Research Project Lead; NUIT	Consultation completed and gender language glossary available on the University website.	GREEN
			1.6B) Finalise translation of glossary into five languages and host on our website.	April - Dec 2020	Research Project Lead; NUIT	Translations completed and available on the University website.	GREEN
			1.6C) Develop inclusive language training through consultation.	Jan - Dec 2020	ADPS-O	Training developed, strategy for roll out of training in place by April 2020 and roll out has begun.	GREEN
			1.6D) Strategy in place for roll out of inclusive language training to all teams and	Jan 2021 - Dec 2023	ADPS-O		GREEN

		planned for Nov 2019. A session on inclusive language has been undertaken with UEB at a UEB EDI away day (4/11/2019) and the glossary launched (20/11/2019).	deliver training.				
			1.6E) Submit a workshop for the Advance HE conference on Inclusive Language.	April 2020	Research Project Lead	Conference workshop delivered.	GREEN
1.7	Promote EDI as a global value in our overseas locations and share our experiences with other Universities.	As a University with two overseas locations, we are keen to further extend our Athena SWAN activities across these locations and support	1.7A) NUIS to deliver Emotional Intelligence Training.	2020	NUIS SAT	Training completed and feedback received and acted on.	GREEN
			1.7B) Work with NUMed to develop local EDI plan: recognising that local actions are required to account for	Jan – Dec 2020	FDEDI-FMS; Athena SWAN Project Officer (FMS)	Local EDI plan developed and being actioned.	GREEN

		them to fully engage with Athena SWAN. EDIF funding provided for NUIS to develop Emotional Intelligence training.	local differences.				
			1.7C) Enable remote access to training: OD team to develop webinar which is easily accessible to satellite locations	Jan – Dec 2021	ADPS-OD; EDI Manager	Webinar developed and launched by end of 2021. Evaluated after 12 months and changes made if needed.	GREEN
			1.7D) Work with Advance HE and other Universities with overseas campuses to share our experiences and learning.	Jan – Dec 2021	EDI Manager; FEDI (SAgE); FEDI (FMS)	Host a meeting in 2021 with Advance HE and other Universities with overseas campuses to share experiences and learning.	GREEN
1.8	Address underrepresentation of men on the	Men are under-represented in our	1.8A) Address gender balance by appointing	Jan - June 2020	DEDI; USAT chair	40% membership of the USAT are men (increase from 26%	GREEN

	USAT and engagement with the gender equality agenda.	USAT; this has recently increased due to the three men stepping down from the USAT in July 2019.	more men (representative s from different grades), or by asking some current women members to step down.			Nov 2019) by June 2020.	
		Recognising the need to increase the representation of men and understand how to better engage men in the gender agenda, the University's EDI Fund (EDIF) has supported a research project on this subject to generate evidence-based	1.8B) Act on recommendations from the EDIF research project.	Dec 2020	DEDI; Research Project Lead	Research project completed and actions in relation to ways of engaging more men in the gender agenda are actioned by Dec 2020.	GREEN

		recommendations.					
1.9	Staff time associated with Athena SWAN SAT membership, and the wider work associated with Athena SWAN, is recognised in our Workload Allocation Model (WAM).	Current commitment to membership of SATs is recognised in our WAM but not consistently applied University-wide. VC established a WAM working group in July 2019. WAM doesn't apply to Professional Services (PS) staff	1.9A) Review workload allocation (WA) for SAT chairs/ members and those undertaking work relating to Athena SWAN and agree WA and employ consistently University-wide.	Jan - Dec 2020	All: EDPS; USAT chair	Allocations agreed and recorded on WAM from Jan 2021.	AMBER
			1.9B) Establish how PS roles in SATs should be recognised.			PS roles recognised and recorded from Jan 2021.	AMBER
			1.9C) Draft formal guidelines for SATs on recommended WA for			Guidelines for SAT on WA agreed and put in place by end of 2020.	AMBER

			Academic and PS staff.				
1.10	Carry out consultation with staff and students on each of the Athena SWAN priority areas.	Until 2016, we have used large scale staff surveys to consult with staff. These include EDI questions but are not specific enough to Athena SWAN. Units have carried out their own surveys to inform their Athena SWAN applications. We would like to capture staff/student views and experience and ensure all voice are	1.10A) Establish a Staff/student experience sub-group of the USAT to undertake annual consultation with staff/students.	Annual from Jan 2021	All: USAT Working Group on Staff/student consultation; ADPS- OD	USAT Working Group established and undertaking annual consultation with staff (either survey or focus groups) on issues relevant to Athena SWAN.	GREEN
			1.10B) Approach to consultation aligned to University approach.			Approach aligned to and integrated with the overall University approach to colleague engagement.	GREEN

		represented					
1.11	Engage with our regional partners through the Humanities, Arts and Social Sciences: the Equalities Network:NE (HASTEN:NE)	We have established an outward facing network, HASTEN:HE, to promote joined-up working on gender equality and information sharing across the five universities based in the North East of England.	1.11A) Engage with our regional partners through HASTEN:NE, and more broadly through its online counterpart on Advance HE Connect.	March- July 2020	Both: HASTEN:NE Steering Group	Engagement with regional partners in place through HASTEN:NE-led events by March 2020.	GREEN
			1.11B) Organise HASTEN events at national conferences.			Two events organised by end 2020; at the Advance HE EDI conference, Edinburgh 2020 and the English: Shared Futures conference, Manchester 2020.	GREEN
1.12	Implement recommendations of our internally funded projects.	We introduced the University EDIF in 2017 from	1.12A) Discuss recommendations from each EDIF project (where relevant) with	Ongoing from Jan 2020 as	Both: DEDI; EDI Manager; EDIF Project Lead	Report from each project prepared and recommendations discussed with UEB.	AMBER

		strategic funds to generate our own evidence about gender equality issues across NU. The EDIF supports around 20 projects/initiatives annually.	UEB and develop an action plan.	projects complete Jan-June 2021		Agreed actions implemented.	
			1.12B) Produce a dedicated webpage for EDIF projects and related communication plan to raise awareness of outcomes.			Dedicated webpage for EDIF projects and multiple media communications in place by June 2021.	GREEN
1.13	Learning from our externally funded projects is shared across the University and with our networks.	Over the past three years, we have been successfully applying for external awards to support our gender equality work. These projects are currently ongoing but	1.13) Share the learning from our externally funded projects within NU and externally to the sector through our dissemination plans to ensure innovative practice is	2020 - 2023	Research Project Leads; Internal Communication Manager	Current projects completed to time and budget and a summary report produced of the learning and good practice generated. Each report is disseminated University-wide using our established communication channels.	GREEN

		the learning needs to be shared.	taken up and embedded.			A summary report is communicated externally through the Athena SWAN JISC mail and Advance HE Connect to share learning and good practice.	
1.14	Refresh the USAT membership.	USAT membership was updated following feedback from our previous Silver application to include clinical and early career researchers. Further review is needed as we recognise that Black, Asian and Minority	1.14A) Review USAT membership annually at start of academic year (October).	Annually 2020 - 2023		Review of USAT membership takes place annually (in Oct) and any changes needed are implemented within two months of the review (by Dec).	GREEN
			1.14B) Identify new USAT representatives to enable broader membership	In place by April 2020		Representatives of: BAME staff, from our overseas locations and an external non-HE person are members of the USAT by July 2020.	GREEN
			1.14C) Invite a member of BAME staff network to become a member of the USAT.	In place by Feb 2020			GREEN

		Ethnic (BAME) individuals and representatives from our two overseas locations are under-represented in the USAT. We want to ensure broader membership and provide the opportunity for those individuals with an interest in Athena SWAN to get involved and that new ideas and perspectives are	1.14D) Invite representatives from Singapore and Malaysia locations to join the USAT and input remotely.	In place by Feb 2020	All: USAT chair; USAT members		GREEN
			1.14E) Seek a USAT member from outside the Higher Education (HE) sector to support learning and adoption of best practice to input to meetings remotely.	In place by June 2020			RED
			1.14F) Continue to ensure senior level support for our Athena SWAN activities by including a	Annually 2020 - 2023		Update on Athena SWAN provided and discussion around relevant points at each University's EDI Committee meeting. Discussion recorded in minutes	GREEN

		encouraged. Three members of the USAT are also members of our REC SAT.	standing agenda item on Athena SWAN on the University's EDI Committee.			and actions feedback to USAT.	
			1.14G) USAT will meet bi-monthly to implement and monitor Action Plan, support units with their applications, consider gender and its intersection with other characteristics.	Bi-monthly from Jan 2020 - 2023		Meetings held bi-monthly, action points implemented and on time, work closely with our Race Equality Officer (REO) and the chairs of our staff networks.	GREEN
			1.14H) Continue to make USAT meeting agendas and minutes available on our Athena SWAN webpage.	Ongoing from Jan 2020 - 2023		Meeting agendas and meeting minutes placed on the Athena SWAN webpage of the University's EDI website.	GREEN

			1.14I) Continue to place all successful unit Athena SWAN applications on our website to enable sharing of good practice and to celebrate our successes	Ongoing from Jan 2020 - 2023		Athena SWAN successful applications placed on the Athena SWAN webpage of the University's EDI website.	GREEN
1.15	Relaunch the SAT Action Plan Working Group (APWG) and establish other USAT subgroups.	USAT working groups were set up as an action from our previous action plan, some worked more effectively than others due to access to data issues and need for further expertise in the group.	1.15A) Relaunch the APWG to monitor the implementation of our Action Plan and report to the USAT.	From April 2020	All actions: USAT chair; USAT members	APWG established and monitoring the Action Plan, reporting into each USAT meeting, to ensure delivery of completed actions by time of our next Athena SWAN application (Nov 2023).	GREEN
			1.15B) Establish new USAT working groups informed by a dedicated USAT meeting to decide on	From Jan 2021		Working groups established, working effectively by 2021 and reporting into USAT meetings.	GREEN

			working groups. Each group will be chaired by a USAT member but membership drawn from staff across the University				GREEN
			1.15C) Each group is responsible for delivery of their section in the next Athena SWAN application.			Each group delivers their area of next Athena SWAN application.	
1.16	Implement recommendations from newly developed University EDI communication strategy.	Following staff feedback suggesting a more joined up approach to communication around Athena SWAN and our EDI work was needed, we	1.16A) Implement the recommendations of the strategy including developing outputs e.g. online toolkit, email templates, to be used by the EDI team to ensure	Jan - July 2020 Evaluated June - July 2021	Both: Internal Senior Communication manager; DEDI; Faculty EDI Officers; FMS Athena SWAN Officer	Process of developing a communication strategy including stakeholder consultation is completed and strategy adopted. Evaluation of strategy completed by end of July 2021 and any identified changes made.	GREEN

		have developed a University level EDI communication strategy to promote University-wide sharing of information and good practice.	consistency in messaging.				
			1.16B) Develop Faculty/unit communication plans with join up to the University communication strategy.	Aug – Dec 2020		Faculty communication plans in place by Jan 2021.	RED
1.17	Continue to 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)	Continued support and development of NU Women, NU Women Professors and NU Professional Network as well as our recently formed other staff networks (Rainbow@Ncl, BAME, DIG, NU	1.17A) Continue to provide financial support to our staff networks (£10K NU Women, £1,500 NU Women Professors & NU Women Professional; £2,000 for the other staff networks) in place annually, and support for	All: Ongoing Jan 2020	DEDI	Financial support in place annually. 10% annual increase in membership of each staff network.	GREEN

	and Staff Networks working together.	Parents (relaunched)) to provide peer support to women and stimulate strategic institutional change. University funds are provided annually to support the running of these networks.	event organisation.		NU Women, NU Women Professors, NU Women Professional	Events held, feedback received and visible activity stemming from events. Network reviewed annually through member's online survey, and feedback incorporated.	GREEN
			1.17B) NU Women host 12 events annually including career conversations and NU Women Professors/NU Professional each host three events held annually.				
			1.17C) Times and location of NU Women's Writing Club (providing protected writing space) advertised via NU Women network and webpages and expanded to include PS staff.			Writing club meets four times a year and is expanded to include PS women.	

			1.17D) Each staff network hosts three events annually.		Chairs and members of Staff Networks	Three events delivered per year by each staff network, with evaluation reviewed and acted upon.	GREEN
			1.17E) Joint staff network events are held showing our intersectional approach.		Chairs and members of Staff Networks	One joint staff network event is held annually.	GREEN
1.18	Include information on staff networks at induction, further develop EDI and Unconscious Bias training (UBT) at induction and actively monitor number of new staff	We are proud of the development of our staff networks over the past two years and will aim to raise awareness of our staff networks where possible. New appointees	1.18A) Add information on all our staff networks in induction to raise awareness and engagement.	Jan - Dec 2020	Staff Network Chairs: NU Women/BAME/Disability Interest Group/NU Parents/NU Carers ADPS - OD	Information on staff networks included at induction. Annual increase of 10% in staff contacting the staff networks.	GREEN
			1.18B) Actively monitor the uptake of EDI and UBT at induction; undertake staff			Monitor update of EDI and UBT taken at induction; if low, undertake staff survey to understand reasons	GREEN

	taking up the training.	are invited to take EDI and UBT at induction but we don't currently monitor the uptake.	survey if uptake is low.			why and implement actions.	
1.19	Increase internal engagement of PS staff with gender equality.	While there has been engagement of PS staff in the faculties with Athena SWAN, there has been limited engagement from PS staff in Central Services and in particular from male PS staff. We held our first International Men's Day event in	1.19A) Establish a PS EDI Forum and support a forum for staff in Central Services, which mirrors the support available in the Faculties.	By end 2021	EDI Manager; NU Women (Professional)	PS EDI Forum established and hosting events on a quarterly basis.	GREEN
			1.19B) Further develop and hold International Men's Day events annually inviting guest speakers to help improve male engagement	From 2020 - 2023	Engagement Champion	Male engagement champion in post, two events for men held annually and International Men's Day celebrated annually.	GREEN

		2018 with an invited speaker (Professor Ian Banks, the British Medical Association official spokesman on men's health issues).	facilitated by appointing a male engagement champion.				
1.20	Create an induction for new managers.	There is no current induction for new managers. Staff feedback suggests this is leading to inconsistency in the application of policies and behaviour.	1.20A) Devise an induction programme for new managers.	Sept 2020	Both: ADPS-OD	Induction for new managers in place by Sept 2020.	GREEN
			1.20B) Evaluate programme after 12 months.	Sept 2021		Evaluation undertaken in Sept 2021 and any changes implemented within three months.	GREEN

1.21	Implement Equality Analysis (EA) on all new policies.	We have developed online tools to support the implementation of EA: online decision tool, online form, dedicated webpage highlighting groups to consult with and sources of data.	1.21) EA tools, access to information, training etc. to be provided to support this process and be available on the website.	Jan – Dec 2020	EDI Manager; NUIT	Course overview developed and made available on the Learning Management System. Two staff training sessions to be held and a further training session with UEB members completed by April 2020.	GREEN
1.22	Improve the diversity of our image library	Through staff feedback, we recognise that the diversity of the images held within our image library needs improving.	1.22) Increase the number of diverse images held in the library which can be used by all staff so that appropriate imagery is embedded in all our	Jan – June 2020	Marketing Team	Increase the number of diverse images held by the University's image library by 50% from current 25%.	GREEN

		Images produced through an EDIF project led by our Disability Interest Group to increase the number of images of individuals with a disability, have been included in the University's image library.	communication activities.				
1.23	Engage more staff with EDI issues.	EDI is a core value within our University Vision and Strategy. Staff feedback suggests that staff are unsure how	1.23A) Develop a suite of EDI training materials and workshops designed to embed EDI in research, teaching etc, staff feedback	Jan - Dec 2020	ADPS-OD; EDPS	Suite of EDI training materials and workshops prepared, feedback from staff through focus groups received and resources finalised by Dec 2020	GREEN

		to live our values and would like support with this. A Behaviour Framework has been drafted.	on resources taken before finalising.				
			1.23B) Make training available to all staff through the University's Open Learning Programme (OLP).	From Jan 2021		Training available on our OLP from Jan 2021, uptake monitored and Programme evaluated after 12 months.	GREEN
			1.23C) Roll out of our Behaviour Framework.	Dec 2021		Behaviour Framework finalised, rolled out by Dec 2021 and evaluated by June 2022.	GREEN
2. Supporting Career Progression: To identify issues in the career progression of Academic and Professional Services staff and implement actions to remove barriers and facilitate progression							
2.1	Increase the proportion of	Our target of 30% of	2.1A) Year-on-year increases				GREEN

	women in our Professoriate and overall in academic posts.	our professoriate being women by 2021 set in our previous Institutional Silver Action Plan, has almost been met (29% in 2019). We have set a new target of 35% by 2023. Increase the number of women academics from 41% to national benchmark (currently 46%) by 2023.	of women Professors with annual review to actively monitor and understand why if this isn't the case.	2020 - 2023	EDPS	Annual increases continue towards reaching the target of 35% of our Professoriate being women by 2023, and overall proportion of women academics matches national benchmark (currently 46%); annual review of data to understand trajectory and any causes for concern for both targets.	
			2.1B) Year-on-year increases of the proportion of academics who are women.				GREEN
2.2	Raise awareness of part-time (PT) working to men.	11% of research staff and 12% of Academics	2.2A) Increase visibility of PT working by placing case studies on our	2020 – June 2021	EDPS	Increase in the proportion of men working PT, any	GREEN

		who are men currently work PT. This under-representation in PT working may be a result of a lack of awareness of PT working opportunities or that men find this way of working challenging.	website and career conversations with men who work PT.			challenges in doing so identified and actions to address these developed and implemented.	
			2.2B) Hold a focus group with men working PT to understand what the challenges might be.				GREEN
2.3	Identify whether the FMS Bridging funding scheme could be a model replicated in HaSS and SAgE.	FMS provide bridging funds to bridge researchers to their next grant or fellowship. This scheme is	2.3A) Scope the feasibility of extending the Bridging Scheme to HaSS and SAgE.	Jan – Dec 2020	Both: PVC HaSS; Directors of Faculty Operations (DoFO) HaSS; PVC SAgE; DoFO SAgE	Feasibility of extending this scheme to HaSS and SAgE worked out.	AMBER
			2.3B) If feasibility proven,			If feasibility proven, produce guidance and implement	AMBER

		not currently used in HaSS or SAgE.	develop guidelines for Principle Investigators and researchers and introduce the scheme.			scheme by Jan 2021.	
2.4	Ensure a joined up approach to embedding EDI in research.	Research funders are increasingly requesting EDI statements in their applications. We would like to ensure a joined up approach across the University to support this important work to embed EDI in research.	2.4A) Build on existing good practice in SAgE, which has been driven by funder expectations, ensure that there is a joined up approach across the University to embedding EDI in research.	Jan – March 2020 and renew annually	Faculty Research Managers; Faculty EDI Officers	Existing good practice shared with other Faculties.	GREEN
			2.4B) Collate and host EDI statements in a cross-Faculty repository to	April – July 2020 and renew annually	Faculty Research Managers	EDI statements hosted in a cross-Faculty repository.	GREEN

			share good practice and produce joint outputs to demonstrate 'beaconing' activity.			List of FAQs prepared and hosted on intranet.	
			2.4C) Develop a list of FAQs to be placed on our website.	Ongoing from Sept 2020 Ongoing from Sept 2020	Faculty EDI Officers; NUIT		GREEN
			2.4D) Develop and provide training for researchers and Faculty Research Officers on EDI in research as part of our OLP.	Oct 2020 and annually	ADPS-OD; Faculty Research Managers	Training developed and is part of our OLP.	GREEN
			2.4E) Share good practice at our annual		DEDI; PSA (EDI)	Presentation on good practice at the	GREEN

			EDI Research conference.			2020 EDI Research Conference.	
2.5	Align progression routes from Grade F to G for Teaching and Scholarship colleagues to gain consistency with Teaching and Research colleagues.	Lack of consistency identified between progression routes for colleagues on Grade F to G of Teaching and Scholarship contracts with those on Teaching and Research contracts. Recommendations were made by Academic Promotions Review Steering Group following feedback from the	2.5A) Consider proposal by Council and agreement reached.	By end 2021	Both: Chair of Academic Promotions Review Steering Group; ADPS-O	Both: Teaching and Scholarship colleagues successfully progressing through the grade boundary and reducing barriers impacting on their career progression.	GREEN
			2.5B) Draft criteria to be developed by the Academic Promotions steering group and senior leaders and academic colleagues consulted on the draft criteria/guidelines. Criteria/guidelines finalised and implemented.				GREEN

		various forums. Their proposal agreed by UEB and Senate (2019).					
2.6	Collect qualitative data on why staff choose to leave the University.	The data currently collected on the reasons why academic and PS choose to leave the University and whether these reasons are linked to culture / environment , does not have sufficient granularity to provide information that can be	2.6) Develop a standard Leavers Survey for all staff groups, which captures key information and equality monitoring data.	By Jan 2022	ADPS-Modernisation; ADPS-OD; PSA (EDI)	Leavers' survey developed, implemented and reviewed annually. Equality monitoring data analysed annually, reported to University EDI Committee and action plan developed.	RED

		used to develop actions.					
2.7	Proactively review all staff grades to identify any gender pay gaps (GPG).	Reducing our GPG is a strategic priority for UEB. The VC established a Pay Equality Task & Finish Group. Our actions over the past 18 months (section 4 (v)) have resulted in a reduction in our GPG.	2.7A) Review all other grades to identify if there are GPGs. If pay gaps are identified, actions will be developed and presented to UEB.	Ongoing from Jan 2020	All: PDA (EDI); PS Business Partner (Reward)	Review of all staff grades pay completed; actions formulated if any gaps identified by March 2020.	GREEN
			2.7B) Actions implemented once approved by UEB and actively monitored.	Annually from 2020 - 2023		Action plan implemented and gaps reduced. Actively monitored after every pay round and actions taken where required.	GREEN
2.8	Analyse and report pay by disability to identify pay gaps and develop actions.	As well as analysing and reporting our pay by gender, and BAME/non-	2.8A) Pay will be analysed by disability to identify any disability pay gaps and report this	Analysis completed and reported March of	Both: PSA (EDI)/ People Services Business Partner (Reward)	Annual reporting of pay by disability completed, actions developed if disability-pay gap is	GREEN

		BAME, we will do so by disability and report annually.	analysis annually. If pay gaps are identified, actions will be developed and presented to UEB.	each year (2020-2023)		identified for any staff grades.	
			2.8B) Actions implemented once approved by UEB.				GREEN
2.9	Examine recruitment practices with regard to pay.	Our GPG may result from importing pay differentials on appointment which then persist.	2.9) Examine recruitment practices to minimise the risk of importing gender pay differentials.	Ongoing 2020-2023	Head of Talent Acquisition; People Services Business Partner (Reward)	Recruitment practices around pay examined and recommendations implemented by June 2020. Ongoing review of practices throughout award period.	GREEN
2.10	Address the under-representation of women in mid-career PS staff roles.	PS staff report issues with career progression We held a career conversatio	2.10A) Increase the presentation of women in mid-career and senior PS roles by including	Jan 2020 - Dec 2020	All: Assistant Director People Services - Leadership Talent (ADPS)	All: Profiles of mid-career/senior PS women are on our website; two new	GREEN

		n event where three senior PS women spoke of their career.	profiles of mid-career/senior PS women on our website to increase awareness and visibility.		– LT); NU Women (Professional)	blogs posted annually and two career conversation events held annually.	
			2.10B) Post two new blogs written by senior PS women on our website annually.	Annually 2020 - 2023			GREEN
			2.10C) Organise two career conversation events annually.	Annually 2020 - 2023			GREEN
2.11	Raise awareness of and opportunities for secondments for PS staff.	2% of PS staff have undergone a secondment . Recognising the value of secondment s, but that	2.11A) Undertake focus groups with PS staff to understand the opportunities and challenges to secondments and what	2021	DoFOs (FMS, HaSS, SAgE)	Increased understanding of the organisational and other challenges to taking a secondment. An increase to 5% of PS staff are in the process of taking a	GREEN

		some roles may not lend themselves to a secondment, we need to understand why this opportunity is not taken up by more PS staff.	organisational changes need to be made to accommodate.			secondment by Dec 2021.	
			2.11B) Prepare case studies on those who have undergone a secondment.			Two case studies placed on intranet.	RED
2.12	Deliver recommendations of the Academic Promotions Review Steering Group.	We undertook a comprehensive review of our promotion procedures during 2018/19 following staff feedback and involving staff consultation. The Academic	2.12A) Redesign of Promotions Criteria/guidance to receive feedback on draft criteria and confirm a final version for approval.	All actions from Jan 2020 – June 2021	All: ADPS-LT; Engage and Aspire Working Group (chaired by DVC)	Final guidance documentation provides opportunity for all applicants to draw on evidence and metrics that do not infer bias to certain groups.	GREEN
			2.12B) Develop clear and tangible criteria for citizenship developed.			Citizenship is formally recognised as a high valued activity within promotions criteria and documentation.	AMBER

		Promotions Review Steering Group has made a number of recommendations around promotion criteria, governance structures for promotion and mechanisms for linking promotions to PDR.	2.12C) Implement new processes and refreshed governance structures for Academic Promotions.			New streamlined application process providing opportunity for all disciplinary backgrounds to showcase their applications.	GREEN
			2.12D) Develop clearer mechanisms for feedback and linking promotions to PDR.			Feedback mechanisms in place.	GREEN
			2.12E) Deliver a new modernised application process reducing the volume of paperwork, offering digital solutions where possible.			Modernised application process in place.	AMBER

			2.12F) Integrate promotion discussions into PDR/career conversations.			Regular conversations to plan and prepare for promotion applications. Increasing the pool of applicants for promotion.	GREEN
2.13	Integrate the Head of Academic Unit (HoAU) into any unsuccessful feedback for substantive promotion.	The HoAU has not always provided unsuccessful applicants with feedback on their promotion application.	2.13A) HoAUs to provide unsuccessful applicant feedback sessions at the start of every promotions round.	Nov 2020	Chair of Faculty Promotions Committees; People Services Business Partners; HoAUs	HoAUs to attend feedback sessions and provide an ongoing supportive framework for applicants to develop successful applications in the future.	GREEN
			2.13B) PVC (SAgE) and HoAU to develop system to provide timely feedback to NUIS colleagues.	Nov 2020	PVC (SAgE); HoAUs (SAgE)	System in place and NUIS report satisfaction with feedback process.	GREEN
2.14	Ensure process for submitting staff to REF 2021 is	Our approach to our REF2021 submission	2.14A) Develop and implement an institutional submission		PVC Research & Innovation; University REF Steering Group; Univ REF Co-ordinator;	Strategy in place and all eligible staff are included in submission.	GREEN

	equitable and transparent.	is to be as inclusive as possible; we refer to 'collective excellence'. All eligible staff must be returned, but this is about ensuring that women researchers are in a strong position, and that collaborative outputs are allocated fairly. Our Code of Practice has been agreed by Research England and circulated University-	strategy which reflects a fair and transparent process, inclusive of all eligible staff.	All actions: Jan – Sept 2020	Faculty Deans of Research & Innovation		
			2.14B) EA to be carried out at key stages in the preparation of the submission baseline to identity and act on any EDI issues.		Univ REF Co-ordinator	EA undertaken at baseline and key stages during the preparation of the REF submission and results published on our internal REF website.	GREEN
			2.14C) Circulate staff circumstances process to all staff and ensure process is open, transparent and confidential as set out in our		REF Co-ordinator; PSA (EDI); DEDI	Outcome of review of individual staff circumstances is completed and all applicants informed of decision.	GREEN

		wide and published on our website.	Code of Practice.				
2.15	Increase awareness and transparency of career development opportunities for PS staff.	PS staff feedback via various mechanisms e.g. NU Women Professional focus groups, NU Women, suggests a lack of visible career development pathways for PS staff. Initial work has been carried out on the development of a career development framework for PS staff, but this now needs to be	2.15A) Business case to be developed setting out the key features of a newly constituted PS Career Development programme. This proposes an outline plan for taking the project forward and seeks investment to properly resource with appropriate skills and expertise.	Jan 2020-June 2021	EDPS/ Project Manager (once appointed); UEB	Feedback from PS staff (focus groups) shows increased satisfaction with career development opportunities offered at NU.	GREEN
			2.15B) Progress to be shared with PS colleagues at the PS			Progress shared at PS Conference, July 2020.	GREEN

		formalised and prioritised.	Conference on 1 July 2020.				
3. Supporting a more Progressive Approach to Staff Recruitment: To ensure our approach to recruitment is fair and transparent for all staff and supports increasing numbers of women to apply for positions							
3.1	Evaluate progressive EDI recruitment practices.	Women Academics are underrepresented in SAgE and there is a gap in the proportion of women Academic staff to students in HaSS. We have put several actions in place since our last application to increase	3.1A) Complete current trials of new approaches to recruitment, evaluate and report to UEB.	Jan – Dec 2020	PVC (SAgE); DoFO (SAgE); PVC (HaSS); DoFO (HaSS)	Trials and evaluation completed. Report presented to UEB and recommendations approved.	GREEN
			3.1B) Best practice from trials shared University-wide by Dec 2021.	Jan – Dec 2021		Best practice shared University-wide and measurable improvement in recruitment practices evidenced by an increase in gender of successful applicants.	GREEN

		representati on. We are extending this by investing in our recruitment processes, working with external providers to trial new recruitment approaches.					
3.2	Build the University values into our recruitment processes.	To ensure staff are aware of the University values and are supported to live them from when they start working with us, we will build our values into our person spec/recruitment/selection process	3.2A) Finalise the Behavioural Framework.	Jan 2020	ADOD-O; EDPS	Behavioural Framework finalised by end of Jan 2020.	GREEN
			3.2B) Include the University's values in person spec/recruitment/selection process.	From March 2020	Recruitment Team; Recruitment Managers	University's values included in recruitment process from March 2020.	GREEN
			3.2C) Include feedback in future development	Sept 2020	Recruitment Team; Recruitment Managers	Feedback from those who have gone through the new recruitment	GREEN

		via the finalising of our Values/Behavioural framework.	of the approach.			processes after six months (Sept 2020) and any adaptations made.	
3.3	Provide UBT and interview skills training for all recruiters on selection panels for leadership roles.	Over 800 members of staff have taken UBT since our last application. We need to ensure that this training is extended to all recruiters on panels for all internal leadership roles. Another key aspect is that feedback is given to candidates who are not successful	3.3A) Provide UBT and interview skills training for all recruiters who sit on selection panels for leadership roles/opportunities, including training on how to give feedback to candidates who are unsuccessful.	From April 2020 -	Both: ADPS-OD; Head of Talent Acquisition	Those on selection panels for leadership opportunities have undergone UBT and interview skills training.	GREEN
			3.3B) Feedback on applicants experience captured and acted on.			Feedback on applicants experience captured after six months (via survey) and amendments made.	GREEN

		and that the feedback is constructive .					
3.4	Review the need to include prefixes and decide if continuing with their use.	Staff have queried the need to include prefixes (Mrs, Ms, Miss, etc.) on applications and university forms in general, when marital status is irrelevant.	3.4) Review the need to include prefixes on applications and decide if continuing use or not.	March 2020	UEB decision, EDPS to enact	Review complete and decision made whether to continue using or not by end of March 2020.	GREEN
3.5	Develop a system to collect offer data.	We currently don't collect data on offers so are unable to calculate acceptance rates or equality	3.5A) Develop new system to capture information on offers and acceptances including equality monitoring data. Data collected on	In place by 2022	Both: ADPS- M/Chair; USAT Data Working Group	Monitoring data on offers and acceptances collected, analysed and used to inform actions. Reason why offers not taken up analysed and reported into People Matters Group comprising senior	AMBER

		data on our offers.	why offers not taken up.			leaders of primary business units) to develop actions.	
			3.5B) Discuss offer data and review by the USAT Data Working Group.	2022 onwards		Data reviewed annually and reported to ADPS-M to report into People Matters Group.	AMBER
3.6	For All Staff (academic and PS) increase transparency and fairness in our recruitment processes.	Supporting and encouraging women in their work and careers depends on our ability to successfully attract and recruit women into the University at all levels (and men where they are under-represented). We have recently	3.6A) Seek to develop enhanced, more robust and targeted reporting on our recruitment activity.	Jan - Dec 2020	All: Head of Talent Acquisition; Head of Digital Systems and Information (People Services)	All hiring units and People Services Business Partners to be provided with regular reports, at intervals to be agreed, providing details of their recruitment activity including EDI information overview.	GREEN
			3.6B) Review recruitment activity annually and to enable greater intersectional analysis.	Annually from 2020-2023		Annual recruitment reports to be presented at People Matters Group.	GREEN

		launched our new e-recruitment solution to collect better quality and depth of data.	3.6C) Reflect on outputs from recruitment pilot activities with external providers and NUAct Fellowship recruitment and consider elements to be embedded in University recruitment processes.	2020-June 2022		Recruitment processes updated to include best practice elements from pilot exercises.	GREEN
			3.6D) Develop and deliver a new suite of blended face-to-face and online recruitment and selection training and associated materials for Hiring Managers and Panel Chairs with a strong			New training launched and 90% of all Hiring Managers and Panel Chairs to have been re-trained by June 2022.	GREEN

			emphasis on EDI throughout the recruitment process.				
3.7	Attract more women applicants to apply for academic roles.	Increase the number of women applying to academic roles through inclusive advertising strategies.	3.7) Deliver inclusive advertising using social media and established platforms e.g. WISE.	From Jan 2020	ADPS-Modernisation (ADPS-M); Head of Talent Acquisition; DEDI	Increase in women applicants for academic posts and feedback confirms advertising campaign is effective.	GREEN
3.8	For academic staff Increase the proportion of women applicants for Academic roles at Grade G and above.	Whilst women applicants are proportionately more successful than male applicants at shortlisting and hired stages, we recognise the need to increase our female	3.8A) Review our advert wording to further highlight flexible working opportunities and seek to offer all Professorial posts as PT full-time or job share.	Jan – June 2020	Both: EDPS	Actions result in: Proportion of applications from women for academic positions at Grades G and H to be consistently above 35% of all applicants. Proportion of applications from women for Professorial Grade IB positions to be consistently above 30% of all applications.	GREEN

		applicant pool.	3.8B) Highlight our new package of Family Friendly policies to prospective applicants providing enhanced support for colleagues with family responsibilities .			Information on our Family Friendly policies available on all recruitment documentation.	GREEN
3.9	Address under-representation of men in PS staff roles.	There is under-representation of men in PS staff roles and especially of men from BAME backgrounds. We can address this by establishing ways of attracting	3.9A) Use online gender decoder to reduce the use of feminine language in our recruitment adverts.	All: From Jan 2020 - 2023	All: ADPS – LT; Head of Talent Acquisition; NU Women Professional	Online gender decoder used for all adverts.	GREEN
			3.9B) Include profiles of male PS staff on our website to increase awareness and visibility of PS men.			Profiles of PS staff who are men are on our website.	GREEN

		more men to apply for and thrive in these roles. All actions below will take an intersectional approach.	3.9C) Post two new blogs written by men in PS roles on our website annually.			Two new blogs posted annually.	GREEN
			3.9D) Organise two career conversation events annually for men in PS roles.			Two career conversation events with male PS staff held annually.	RED
			3.9E) Flag opportunities through our apprenticeships campaigns and through our signing up to the Armed Forces Covenant.			Opportunities to work at NU included in apprenticeship campaigns and through our involvement with the Armed Forces Covenant.	GREEN
4. Intersectionality: To consider the intersection of gender and ethnicity to support our women BAME colleagues							
4.1	(a) Analyse the data from our 2019 REC staff survey to develop	With full UEB support, NU joined the REC in April	4.1A1) Analyse the data from the Staff survey and develop	Ongoing Jan 2020			GREEN

	and implement an action plan and to support our intersectional approach to gender equality.	2019. We launched our Staff survey in July 2019.	an Action Plan taking an intersectional lens.		All: DEDI; REO; DVC; REC SAT	Staff data analysed, report approved by UEB and Action Plan implemented.	
			4.1A2) Present report and Action Plan to UEB for approval.	May 2020			GREEN
			4.1A3) Implement Action Plan.	June 2020 - Dec 2021			GREEN
			4.1A4) Submit for a REC Bronze award (delivering on staff and student Action Plans).	May 2022		Application for a Bronze REC award submitted by May 2022.	GREEN
	(b) Launch our REC Student survey to gather Student's view and experience relating to	We launched our Student REC survey in Nov 2019.	4.1B1) Analyse the data from the Student survey and develop an Action Plan taking an intersectional lens.	Jan – April 2020	DEDI; REO; DVC; REC SAT members	Student data analysed, report approved by UEB and Action Plan implemented.	GREEN

	Race Equality and to support our intersectional approach to gender equality.						
			4.1B2) Present report and Action Plan to UEB for approval.	April 2020			GREEN
			4.1B3) Implement Action Plan.	June 2020 – Dec 2021			GREEN
4.2	Undertake focus groups with BAME researchers and teaching fellows.	Analysis of our research staff data shows that there is a higher staff turnover rate for BAME researchers. We need to understand the reasons for leaving and whether these are linked to culture / environment .	4.2A) Undertake two focus groups with BAME researchers to understand the reasons why more are leaving the University	April – July 2020	BAME Staff Network; REO	Analyse themes that emerge from the focus groups and use these to develop and implement an Action Plan.	GREEN
			4.2B) Develop and implement actions which come out of the focus groups.				GREEN

4.3	Lead and organise the first regional meeting of BAME staff networks in the North East.	Our BAME staff network was established in 2018. The network is keen to lead the first meeting of regional BAME staff networks.	4.3) Hold a one day meeting with representatives from BAME staff networks from across the region to facilitate joint working.	2021	BAME staff network; REO	Local network established, meeting held and positive feedback received through on-line survey to participants.	GREEN
4.4	Analyse and report pay by BAME to identify pay gaps and develop actions.	As well as analysing and reporting our pay by gender, we report pay by BAME/non-BAME annually.	4.4A) Continue to analyse pay by BAME/non-BAME to identify any ethnicity pay gaps and publish data annually.	Analysis completed and reported March of each year (2020-2023)	Both: PSA (EDI); PS Business Partner (Reward)	Annual reporting of pay by ethnicity completed, actions developed if ethnicity-pay gap is identified for any staff grades.	GREEN
			4.4B) Actions will be developed and delivered if pay gaps are identified.				GREEN
5. Women into Leadership: To support the progression of more women into leadership roles							
5.1	Support the career	We undertook	5.1A) Complete the	Jan 2020	ADPS-OD	Recommendations turned into an action	GREEN

	development of existing women to move into senior leadership positions.	two 'Women into Leadership' workshops (Nov 2018) with women on their experiences and recommendations about moving into senior leadership roles. One recommendation was to improve access to senior leadership development programmes. We have recently reviewed our process for nominating candidates for the	ongoing review of leadership and management development offer and implement recommendations.			plan and implemented.	
			5.1B) Review our new approach for nominating to the Aurora programme to ensure it is effective.	April 2020	ADPS-OD	Review completed and recommendations implemented.	GREEN
			5.1C) Share learning with OD from our leadership of a workpackage in the EPSRC Inclusion Matters project which relates to leadership development opportunities and implement	Dec 2020	ADPS-OD; FDEDI (SAGE); DEDI	Project completed and learning shared internally and externally.	GREEN

		Aurora programme.	effective practice.				
5.2	Ensure leadership roles are advertised.	Currently not all internal leadership roles are advertised and this prevents a truly transparent and open approach.	5.2) Advertise internal leadership roles (including interim).	From Jan 2020	Head of Talent Acquisition; Recruiting managers	All internal leadership roles advertised.	GREEN
5.3	Advertise more in-house job sharing/shadowing opportunities.	To encourage more women to move into leadership roles, we need to make it clearer what the role involves.	5.3) Create/advertise more in-house job sharing opportunities /projects/taster opportunities/s shadowing for development and leadership roles.	Jan 2020 onwards	EDPS	Job-sharing and shadowing roles identified and advertised internally to attract more women to apply.	GREEN
5.4	Leadership Succession Strategy Group (LSSG)	We have a LSSG Group (chaired by	5.4A) LSSG to suggest interim opportunities		ADPS-LT	Interim opportunities identified and promoted across the Faculties/Services.	GREEN

	to identify staff with leadership potential.	the DVC/EDPS) whose role it is to identify staff with leadership potential. Consideration of gender balance is integral and PVCs are actively encouraged to ensure women have the opportunity to develop their leadership skills.	and ways to get more women into leadership roles.	Ongoing Jan 2020 - 2023			
			5.4B) LSSG to take responsibility for cascading succession thinking throughout the organisation.				Succession planning into leadership roles becomes embedded.
5.5	Showcase role models who combine leadership roles and caring responsibilities.	To increase the number of women interested in moving into a leadership position, we would like to	5.5) To showcase more role models who combine leadership roles and caring	By June 2020	ADPS – LT; Comms Team	Ten role models identified and resources produced to showcase their career progression through different media channels and	

		showcase more role models who combine leadership and caring responsibilities.	responsibilities for instance through our media channels e.g. talking heads videos and posters.			hosted on internal website.	
5.6	Continue to increase visibility of role models from across the University.	We promote successes of our women role models in NU Connection articles, Twitter and NU Women blogs. We hold events annually for International Women's Day (IWD) to celebrate the achievements of women academics and researchers	5.6A) Continue to promote women role models through all our publicity channels and increase use of blogs. Promote diversity of role models both internally and those we invite to events at NU.	2020 – onwards	NU Women; NU Women Professors; NU Women Professional; Internal Communications Manager	No gender bias in our publicity materials, news items or public lecture series. Four blogs per year on women role models hosted on the staff website.	GREEN
			5.6B) Public Lecture Series: continue monitoring of speakers to ensure representation	Ongoing Jan 2020	Chair and members of the Public Lectures Steering Group	If required, any EDI issues raised through active monitoring of Public Lecture Series speakers is addressed through	GREEN

		within the University.	from all groups.			identifying and implementing actions to increase diversity.	
			5.6C) Produce guidelines for Public Lecture Series and other conference/ev ents.	June 2020	Chair and members of the Public Lectures Steering Group; Conference Team	Guidelines produced and being implemented	GREEN
			5.6D) IWD: continued commitment to host well-publicised events annually. Post-event feedback taken.	March 2020, 2021, 2022, 2023	NU Women; EDI Manager	Programme of IWD events held annually across the University including in both overseas campuses during each year of this Action Plan. Feedback (online survey) is positive.	GREEN
5.7	Develop and deliver Values-led leadership.	Gender equality (as part of our EDI work) is a core value in the University's Vision and Strategy. We will develop and	5.7) To develop and deliver Values-led leadership to include career conversations, coaching and feedback skills.	Sept 2020-Dec 2022	ADPS-OD	Values-led leadership developed and implemented from Sept 2020. Positive feedback (focus group) received.	GREEN

		deliver Values-led leadership to support all staff to live our values.					
5.8	Introduce Bystander Training.	Staff have indicated the need to have strategies to challenge inappropriate behaviour.	5.8A) Pilot the Bystander training and evaluate its application.	Jan 2020	EDI Manager	Bystander Training approved, in place by Sept 2020, evaluated (survey) after 12 months (Sept 2021) and any changes made. Roll out of training from Sept 2020 as an ongoing offer.	GREEN
			5.8B) Agree model for roll out.	From Sept 2020 - 2023			GREEN
6. Supporting Staff who are Carers: To ensure we provide a flexible, supportive, Family-friendly environment to all staff with caring responsibilities							
6.1	Newcastle University works towards becoming a Family Friendly Institution.	A considerable amount of work has been done since our NU Parent and Childcare	6.1A) Undertake another NUPCR to compare results with 2017 survey.	Dec 2021	Both: 'For Parents' Steering Group	Results of follow up survey demonstrates improved reported experiences and further evidence of impact since 2017 survey.	GREEN

		Review (NUPCR) in 2017 which has transformed how we approach caring at NU but we recognise there is further work to be done.	6.1B) NU is awarded Family-Friendly University status.	Dec 2023		NU has achieved Family-Friendly status by 2023.	GREEN
6.2	Work with HoAUs to simplify the process of cover provision.	Staff feedback has indicated that the process of arranging teaching cover for those taking extended parental leave is complex and there is a desire to simplify.	6.2A) Undertake focus groups with HoAUs.	Dec 2021	All actions: Faculty Business Partners; HoAUs	Actions result in: Guidelines developed, funds made available, fully disseminated and cover provided for those taking extended parental leave by Dec 2021. Feedback captured (focus groups) from managers and leave takers and is positive.	GREEN
			6.2B) Make funds automatically available to cover locally generated solutions for teaching cover.				RED
			6.2C) Establish a working group				GREEN

			to develop best practice guidelines and identify what funds would be needed to support teaching cover in all cases of extended parental leave.				
6.3	Conduct a detailed consultation with adoptive and potential adoptive parents.	Staff feedback through the NUPCR highlighted specific needs for adoptive and potential adoptive parents.	6.3A) Undertake focus groups with adoptive parents to understand their specific needs and feed this into a review of our Adoption policy.	Jan – Dec 2020	All actions: FDEDI (HaSS); PS Administrator (For Families); PSA (EDI)	New adoption policy agreed, disseminated and positive feedback received through a resurvey of adoptive parents completed by Dec 2020.	GREEN
			6.3B) New Adoption Policy encompassing all stages of the adoption journey developed.				GREEN

			6.3C) Resurvey staff to gather views of new arrangements.				GREEN
6.4	Increase awareness and update of Returners Programme (RP) and extend to PS staff.	Our RP was introduced for academics in 2017 as an action from our previous Athena SWAN application. Feedback from those who have accessed it has been very positive but we have identified that not everyone knows about it. Staff feedback has also	6.4A) Undertake a marketing campaign to increase awareness of the RP and aim to increase numbers of applications by 50% by Dec 2020.	Dec 2020	'For Families' Steering Group; NU Parents Staff Network	Marketing campaign delivered and the number of applications has increased by 50% by the end of 2020.	GREEN
			6.4B) RP is reviewed and made relevant for PS staff.		DoFOs; 'For Families' Steering Group	RP is extended to PS staff by Dec 2020.	GREEN
			6.4C) Produce case studies to highlight support provided to applicants.		For Families' Steering Group	Case studies to highlight support provided on the 'For Families' webpages. Feedback captured through a survey to all those who apply	GREEN

		raised the need to consider the feasibility of extending the scheme to PS staff.				to the scheme show a high level of satisfaction.	
6.5	Increase the number of rooms used for breastfeeding / expressing milk.	We have increased the number of rooms suitable for breastfeeding/expressing milk in some units, with further rooms across campus and an online booking system planned.	6.5A) Further rooms identified for breastfeeding/ expressing milk. Rooms to be fully equipped, comfortable and fit for purpose.	Jan - Dec 2020	All : Head of Strategic projects (Estates); NUIT; EDI Manager	One room per building is allocated as a nursing room.	GREEN
			6.5B) Online booking system developed.			Online booking system in place.	GREEN
			6.5C) Focus group undertaken with those who have used the rooms.			Feedback from users via a survey shows high satisfaction.	GREEN
6.6	Provide additional	We have identified a	6.6A) Review FMS scheme			Approval of a Parents and Carers	GREEN

	support for care provision (not just childcare) for academics to attend conferences on behalf of Newcastle University.	need for support with care provision for academics attending conferences . FMS has developed a local policy, the Parents and Carers fund.	and make recommendati on on how this can be rolled out across the University.	July 2020	All: FMS EDI Project Officer; Faculty DoFOs; FPVCs	fund and rolled out across the University. Monitor update including gender breakdown and feedback to ensure fit for purpose.	GREEN
			6.6B) Funding implications determined and discussed with Faculty Executive Boards (FEBs).			Paper taken to FEBs and decision in place by July 2020.	
6.7	Amend University policy to allow additional childcare expenses to be included in grant costings.	Current University policy excludes additional childcare costs (e.g. associated with research travel) from grant applications, limiting research	6.7A) Align policy with recently altered UKRI policy, which allows additional childcare expenses to be included in directly incurred costs.	By Nov 2020	Both: Director of Research Strategy and Development	5% increase in applications by colleagues with childcare responsibilities. Improved satisfaction and confidence in the University's Family Friendly policies (measured in follow-up survey). Additional caring expenses included by end Nov 2020.	GREEN

		opportunities for people with caring responsibilities.	6.7B) Lobby UKRI for extension of all additional caring expenses.			Ongoing discussions with UKRI.	GREEN
6.8	Increase awareness of Shared Parental Leave (SPL) to increase uptake.	There is a low uptake of SPL and staff feedback suggests that there is a lack of awareness.	6.8) Raise awareness of SPL through case studies available on our website and blogs from those who have taken up SPL.	Dec 2020	PSA (For Families); People Services Business Partners	Two case studies and a blog developed and hosted on our For Families webpage with a new case study and blog added annually.	GREEN
6.9	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.	Staff feedback through the NUPCR suggested that staff would benefit from a one-to-one meeting with their manager before going on parental leave to ensure they	6.9A) Assess feasibility of having 1:1 meeting with staff planning parental leave	Jan - Dec 2020	All actions: PS Business Partners; School managers	Resources developed and being used, 1:1 meetings arranged for those staff who request	GREEN
			6.9B) Develop resources for all types of parental leave for those going on leave.				GREEN
			6.9C) Undertake a focus group with those			Positive feedback captured through a focus group with	GREEN

		understand their entitlements and support them to manage their leave effectively.	going on parental leave.			those going on parental leave.	
6.10	Undertake a promotional campaign around flexible working options and develop a robust recording system of flexible working requests.	We offer flexible working but this is taken up on an ad hoc basis. There is no system of recording take-up.	6.10A) Campaign to raise awareness around flexible working options, case studies placed on website.	Jan - Dec 2021	Internal Communication Manager; EDI Manager	Promotional campaign developed and in place; case studies on website.	GREEN
			6.10B) Staff survey on awareness and experience undertaken.	Dec 2022	EDI Manager	Survey of awareness 12 months after campaign shows an increase in awareness and positive experience reported.	GREEN
			6.10C) Develop a system to monitor take-up of flexible	Dec 2023	People Services Employment Solutions Team Manager	New system in place, number of requests recorded annually and record of how decisions on	GREEN

			working and how decisions are made.			requests are made, leading to a review of how decisions are made if found to be inconsistent.	
6.11	<i>Carried over from last application</i> Action Plan: Conduct nursery feasibility study.	Staff feedback through the NUPCR demonstrated demand would be there for an on-site nursery.	6.11A) Resource identified to undertake nursery feasibility study.	June 2020	All actions: 'For Families' Steering Group; EDPS; UEB	Resource identified and in place.	
			6.11B) Feasibility study completed and decision made to develop a business plan for on-site nursery if study demonstrates demand warrants this.	By Dec 2022		Feasibility study complete, business plan in place if demand warrants it, decision taken by UEB.	GREEN
6.12	Increase partnering with existing childcare providers.	We have an existing partnership arrangement with South Tyneside &	6.12) Increase partnering with existing childcare providers	Dec 2020	'For Families' Steering Group/EDPS	Additional partnering with three childcare providers in place by Dec 2020, uptake is monitored and	GREEN

		Sunderland NHS Foundation Trust but similar arrangements are required with other childcare providers.	across Newcastle city.			satisfaction of those using them is high as assessed by annual survey.	
6.13	Identify the needs of Carers, develop and implement actions to enhance support.	There is an absence of data on staff and students with unpaid caring roles. We established a Carers Task & Finish Group in March 2019 and undertook a Carers' survey in July 2019.	6.13A) Analysis of Carers survey and follow up with focus groups in Nov 2019.	Jan 2020	DEDI as chair of Carers' Task & Finish Group; Faculty EDI Officer (HaSS)	Analysis of survey and focus groups completed Jan 2020.	
			6.13B) Report to UEB and actions implemented once approved.	March 2020	DEDI; Faculty EDI Officer (HaSS)	Report submitted to UEB March 2020.	GREEN
			6.13C) Consideration of how to capture Carer status, and how to use this data to	Dec 2020	Payroll; NUIT; People Services Systems Team	Carer data being captured by end Dec 2020.	GREEN

			enhance internal support mechanisms.				
6.14	Apply guidance on inclusive meetings.	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.	6.14) Ensure visibility of new guidance across the University by including it on the For Families webpage, write an NU Connections article on them and including two case studies of the experience of using the guidance.	June 2020	'For Families' Steering Group; DoFOs	Guidance on webpage, NU Connections article published and two case studies on webpage, all by end June 2020.	GREEN
7. Supporting Staff who Identify as Trans and non-binary: To commit to ensuring that staff are not discriminated against on the basis of being Trans or Non-binary							
7.1	Show commitment to raising visibility and supporting trans and non-binary	NU funded 10 staff to attend the Trans Lives North-East multi-agency	7.1A) NU to host the Trans Lives North-East multi-agency Conference, 2020.	Nov 2020	Dean of Social Justice; Conference Steering Group;	Conference attracts increasing numbers of national and international delegates, and leads to specific outcomes for	GREEN

	identities in the North East of England.	Conference in 2018.				NU to take forward.	GREEN
			7.1B) Host a further Stonewall Lunch & Learn session.		EDI team	Stonewall Lunch & Learn session delivered.	
7.2	Continue our commitment publicly to being a LGBT+ inclusive university.	NU became a Stonewall Diversity Champion in Aug 2016.	7.2A) Recommendations from the University-funded Contested Spaces of Diversity report and subsequent consultation process approved by UEB.	All actions: Jan - Dec 2020	DVC, as EDI lead on UEB; DEDI	Recommendations approved and implemented by Dec 2020.	GREEN
			7.2B) Revise University Trans and Non-binary (T/NB) policy in consultation with Rainbow@Ncl and conduct		PSA (EDI)	Publish new T/NB policy and awareness raising completed by April 2020.	GREEN

			an awareness raising campaign around its publication.				
			7.2C) Ensure provision of high quality, appropriately-signed gender-inclusive bathrooms in all campus buildings.		PSA (EDI)	Signage in place by June 2020.	GREEN
			7.2D) Identify a single named contact to ensure a joined-up approach to providing visible, expert support for staff.		Head of Estates	Named contact in place and staff contacting.	GREEN
			7.2E) Ensure that appropriate flexibility with respect to gender identification and naming		EDI Manager	Gender identity questions developed with consultation with members of staff who identify as Trans and included in University	GREEN

			practices is integrated into current redesign of University information systems.			information systems.	
			7.2F) Embed an awareness-raising and information element on T/NB issues and experiences in induction for staff and students.		Director of NUIT	Staff and student induction included information on T/NB issues; feedback asked for from staff/students (online survey) and any issues acted upon. At least one LGBT+ event held annually.	GREEN
			7.2G) Celebrate a LGBT+ event each year.		ADPS - OD		GREEN
			7.2H) Repeat consultation exercise at 2 yearly intervals to measure impact of actions and continue to feed views of		EDI Manager; PSA (EDI)	Consultation repeated at 2 yearly intervals: Impact of actions measured (survey), Increase in positive sense of being included and valued among T/NB staff and students (focus	GREEN

			T/NB staff and students into developing practice.			groups), Views of T/NB staff and students feeding into developing practice.	GREEN
			7.2I) Continue to work with LGBT+ Network of Networks in Higher Education to identify/ adopt best practice.		Rainbow@Ncl	Ongoing working with LGBT+ Network of Networks.	
7.3	Promote awareness and understanding of Trans non-binary identities.	Members of the EDI team already attend Stonewall conferences and Stonewall have facilitated two Lunch & Learn events.	7.3A) Increase opportunities for staff and students to attend Stonewall conference.	2021 onwards	EDI team; Rainbow@Ncl network	An additional two members of staff/students attend Stonewall conferences each year and share learning on return with the EDI Leads	GREEN
			7.3B) Integrate T/NB issues into events, workshops and seminars and ensure these fairly reflect gender diversity.		Rainbow@Ncl network	Two events/workshops/seminars addressing T/NB issues to be held each year.	

7.4	Apply to the Stonewall Workplace Equality Index (WEI).	Building on our Stonewall Diversity Champion status, apply to the Stonewall WEI to benchmark University policies and practice against existing good practice elsewhere.	7.4A) Set up a WEI Working Group to establish institutional commitment to applying to the Stonewall WEI.	Jan 2021	Both: Chair, WEI Working Group; FDEDI (HaSS); EDI Manager	WEI Working Group convened and UEB support in place.	GREEN
			7.4B) Prepare the application.	Dec 2023		Application to the Stonewall WEI submitted by Nov 2023.	GREEN

Abbreviations used in Action Plan

ADPS-OD: Assistant Director of People Services, Organisational Development

ADPS-M: Assistant Director of People Services, Modernisation

ADPS-O: Assistant Director of People Services, Operations

ADPS-LT: Assistant Director of People Services, Leadership Talent

AHSSBL: Arts, Humanities, Social Sciences, Business, Law

APWG: Action Plan Working Group

BAME: Black, Asian and Minority Ethnic

DEDI: Dean of Equality, Diversity and Inclusion

LSSG: Leadership Succession Strategy Group

NU: Newcastle University

NUIs: Newcastle University in Singapore

NUIT: Newcastle University Information Technology

NUMed: Newcastle University Medicine in Malaysia

NUPCR: Newcastle University Parent and Childcare Review

OLP: Open Learning Programme

PSA: People Services Adviser

PS: Professional Services

PT: Part-time

PVC: Pro-Vice-Chancellor

DIG: Disability Interest Group
DoFO: Director of Faculty Operations
DVC: Deputy Vice-Chancellor
EA: Equality Analysis
EDI: Equality, Diversity and Inclusion
EDIF: Equality, Diversity and Inclusion Fund
EDPS: Executive Director People Services
FDEDI: Faculty Director of EDI
FEB: Faculty Executive Board
FMS: Faculty of Medical Sciences
FPVCs: Faculty Pro-Vice-Chancellor
GPG: Gender Pay Gap
GPS: School of Geography, Politics and Social Sciences
HaSS: Faculty of Humanities and Social Sciences
HASTEN:NE: Humanities, Arts and Social Sciences: the Equalities Network: North East
HE: Higher Education
HoAU: Head of Academic Unit
IWD: International Women's Day

REC: Race Equality Charter
REO: Race Equality Officer
RP: Returners Programme
SAgE: Faculty of Science, Agriculture and Engineering
SAT: Self-assessment Team
SELLS: School of English Literature and Language
SPL: Shared Parental Leave
T/NB: Trans and Non-binary
UBT: Unconscious Bias Training
UEB: University Executive Board
USAT: University Self-assessment team
WA: Workload Allocation
WAM: Workload Allocation Model
WEI: Workplace Equality Index
VC: Vice-Chancellor

2.2 Evaluating success against the university's key priorities

Our previous AS plan (2019-2025) included three key priority areas; Closing the GPG, Diversifying our recruitment processes and approaches, and Increasing the proportion of women in leadership roles. Progress against each priority is given below.

2.2.1 Closing the GPG

A range of actions aimed to reduce the GPG have been delivered on (below). We publish our gender, disability and ethnicity pay gaps annually.

GPG analysis: The Reward Team examined areas that had not previously been explored in GPG reviews: pay differentials due to concerns pay differences may persist upon appointment and maintain the GPG (PAP2.9), roles to identify if GPGs were present including disability pay gap (PAP2.8A). All findings were incorporated into subsequent GPG reports. Table 5 shows changes in our gender and disability pay gaps since our last application.

Table 5: Changes in Gender and Disability Pay Gaps 2019 to 2024

Pay Gap	Median 2019	Median 2024	Mean 2019	Mean 2024
Gender	17.1%	14.3%	18.5%	15.5%
Disability	8.4%	6.1%	14.7%	10.5%

The **median ethnicity pay gap** in 2024 is 3.0% in favour of minoritised ethnic colleagues (compared to 11.1% in favour of white colleagues in 2019), and the **mean ethnicity pay gap** in 2024 has decreased to 0.4% in favour of white colleagues (14.5% in favour of white colleagues in 2019).

While our GPG has reduced, there is more work to do. For example, while there have been increases in sharing rates, we acknowledge that disclosure rates are low. We have actions in our future plan to broaden diversity categories (AP20) to include a self-describe option for gender and a data sharing campaign in partnership with our EDI Networks to encourage declaration for all protected characteristics (AP21).

Family-friendly policies: Family-friendly policies are a critical aspect of supporting gender equality and addressing the GPG as they specifically address barriers faced by females. Given that females are more likely to be primary carers and more likely to access parental leave (F:M ratio 54%:25%, NUPCS 2024), these policies have a direct impact on female colleagues. There has been a range of positive activity in including raising awareness of shared parental leave (PAP6.8), developing resources for all types of parental leave (PAP6.9B), highlighting the offer and policies to prospective applicants (PAP3.8B), undertaking a new parents and carers survey (PAP6.1A), updating the adoption policy to increase flexibility to attend appointments (PAP6.3A), and broadening the RSP to include colleagues returning from long-term

carers leave, reducing the leave period for eligibility from 18 weeks to 12 weeks, and including PS colleagues in the provision (PAPs6.4A, 6.4B). There has been a positive impact from this work, summarised by an increase in those who agree with the statement 'I found the policies of the University suited my needs', from 37.5% in 2017 NUPCS (541 total respondents) to 51.2% in 2024 NUPCS (422 total respondents). These actions are supporting females so they are not disproportionately affected by career breaks or gaps in professional momentum. This support helps mitigate the longer-term impact on career progression, which can contribute to the GPG, and serve to provide more equitable opportunities, ultimately working towards closing the GPG.

2.2.2 Diversifying our recruitment processes and approaches

Examples of the range of activities towards diversifying our recruitment processes and approaches include:

Inclusive Recruitment training: PAPs 3.3A, 3.6D committed to providing inclusive recruitment training to recruiters who are members of selection panels. This training has been developed and consists of three in-person modules: 1) Launching your campaign, 2) Inclusive panels and shortlisting, and 3) Assessing, Interviewing and Making an offer. The modules include training about Unconscious Bias and provide recruiters with knowledge and capabilities they can apply in key elements of the recruitment process.

'I went through the recruitment process in Newcastle in 2025. I found the whole approach welcoming, supportive and inclusive. In fact, the recruitment process was one of the reasons I decided to accept the role when I was offered it - I felt supported throughout and considerable care was taken both in the recruitment process itself and the subsequent onboarding. Consideration was given to the fact that I have a family, with flexible arrangements raised by the University rather than by me, and an open approach to any needs I may have in managing the new role and home life'.

PVC, HASS

In the first year (academic year 2022-23), 93 employees attended Recruitment module (RM)1, 83 employees attended RM2, and 78 employees attended RM3. The number of attendees declined in 2023-24, 8 employees attended RM1, 9 RM2, and 10 RM3. This was due to an increase in bespoke sessions delivered by the Recruitment Team and the time required to develop an online module which aims to substantially increase engagement for the programme of materials (AP22). This activity has had an impact on the organisation, for example, there has been a shift in the proportion of females and males that are shortlisted for academic and research roles. In 2024, more females were shortlisted (F:M ratio 38%:21%) and appointed (17.5%:11.8%) to academic roles compared to 2020 when more males were shortlisted (84%:100%) and appointed (61.5%:85.7%). We will continue to review our processes to ensure that they are fair to all applying (see Figure 5 for 2020-2024

data). The Recruitment Team also plan to continue delivering in person and bespoke training once the online programme has been launched.

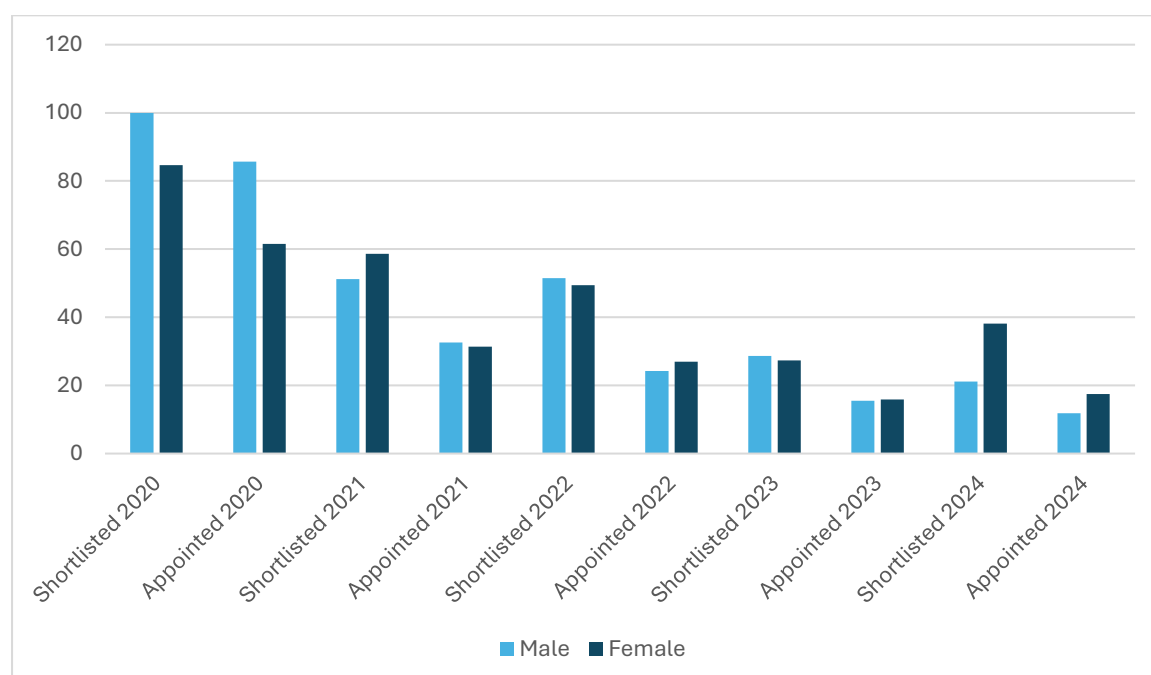


Figure 5: Proportion of males and females shortlisted and appointed for academic and research roles from 2020-2024.

Advertising roles: PAPs 3.2B, 3.7, 3.9A, 3.9B, 3.9C referred to broadening methods for advertising roles including the use of gender decoder, including the University's values in the person specification, and using case studies on our website to showcase underrepresented roles. These actions have been completed and have contributed to changes in the organisation. For example, we have seen a growth in applications by females for academic and research roles from 61 in 2019 to 286 in 2024, comparable to the increase in male applicants during the same period (from 40 in 2019 to 228 in 2024). AP23 builds on this work by creating an intersectional career journey webpage which includes videos of people from underrepresented groups in different job roles in the institution. We will also explore free to use platforms that promote roles to a broader range of groups whilst reducing the barrier of paid for alternatives (APs25, 26).

Reporting: PAPs 3.6A, 3.6B refer to enhanced reporting and annual reporting regarding recruitment. The challenge in previous years has been the requirement to manually manipulate data which reduces efficiency and access. The 2025-30 plan (AP19) commits to creating an automated dashboard for recruitment data which will automate access to diversity data for all stages of the recruitment process. This will greatly increase efficiency and agility by giving live access to diversity data at all stages of the recruitment process. This will support us in creating more targeted activity to refine our approach and increase accessibility for applicants.

2.2.3 Increasing the proportion of women in leadership roles

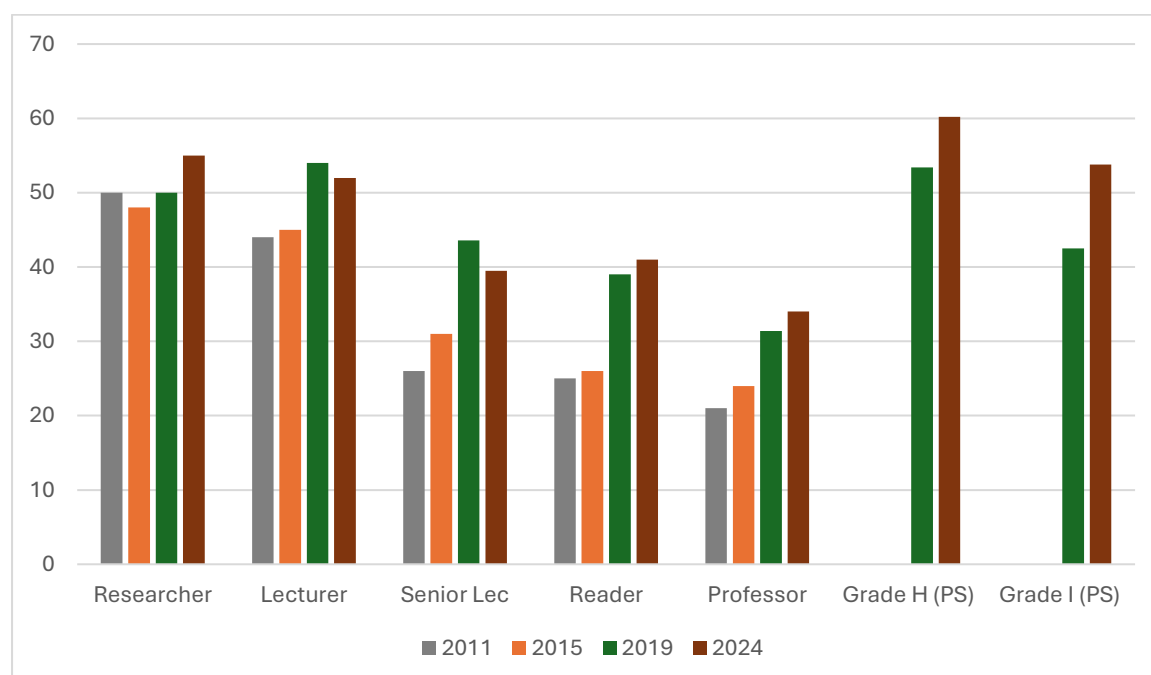


Figure 6: Proportion of females in job roles since 2011*

*Please note, we started to report PS data in our AS applications in 2019.

Figure 6 demonstrates increases in the both the number and proportion of females in the different job roles in our academic pipeline since 2011. For example, an increase in female Senior Lecturers from 26% in 2011 (81 females) to 40% (200 females) in 2024, demonstrating we have a pipeline coming through to Professor, and an increase in female Professors from 21% (89 females) in 2011 to 34% (148 females) in 2024. Figure 6 also shows an increase of females in the two highest PS grades, from 53.4% (31 females) in 2019 to 60.2% (65 females) in 2024 for Grade H and from 42.5% (17 females) in 2019 to 53.8% (28 females) in 2024 for Grade IB. This demonstrates consistent longitudinal progress for the proportion of Women in Leadership roles since 2011.

There has been an increase in the proportion of females in all academic roles, beyond those identified in Figure 6 above, since 2019. Clinical Researcher roles had achieved gender equality in 2019 and this has remained the case in 2024 (Appendix 2, Tables 8.1-8.5, Chart 1). We have also seen an increased proportion of female Head's of School since 2014, from 23% in 2014, 41% in 2019, to 50% in 2024.

Actions related to increasing the proportion of Women in Leadership positions have existed in our 2012-2015, 2016-2019, and 2019-2025 institutional action plans. Examples of actions in this priority area include:

Mentoring: our 2012-2015 action plan included PAP1c 'Further develop mentoring scheme to increase participation rates among research staff, and to extend to

academic staff'. This focused on FMS with 84 trained mentors (F:M ratio 40:44) and 24 mentees by 2021. The mentoring scheme was piloted and launched in SAgE in 2013. This led to the creation of an online matching system in November 2013. The number of mentees increased by 53% in 2014 and the scheme successfully met targets and created an additional Senior Women in Academia Coaching and Mentoring Programme which produced a further 13 matches. A 2015 survey of NU Women found that 60% of members knew where to find information about mentoring.

'The programme has helped to make my approach to mentoring much more professional',

Senior Women in Academia Coaching and Mentoring
Programme attendee, 2014.

The 2016-2019 plan included PAP3b 'Continue to improve the communication of our mentoring programmes across the University', which led to the creation of the NU Mentoring programme in 2018 which offered an average of 70 mentor/mentee relationships per year to people across the University. The HASS faculty also delivered promotions mentoring which was attended by more females (F:M ratio 54%:46%).

Our most recent action plan (2019-2025) included actions that encourage shadowing opportunities via the mentoring scheme (PAP5.3) and the creation of career development opportunities for PS colleagues which included talent planning conversations (PAP2.15A). There is evidence that colleagues can find mentors, e.g. the SAgE ENG culture survey 2023 asked colleagues: 'I have been able to access a mentor when I have wanted one', 14.3% females disagreed, and 23.4% males disagreed and females are more likely to agree that opportunities for career development are fair and transparent (F:M ratio 5.3/10:5.06/10, Personal and Career Development Survey, 2024). The 2025-30 action plan includes AP40 which aims to develop understanding about the demographics of those requesting mentoring, where there is additional need, understand the number and demographics of the mentors currently available, and if there are requests to align mentors and mentees by protected characteristics. This will form the basis of future plans for the mentoring programme.

Committees: There have been a range of activities in our action plans since 2015 with the aim of increasing representation in senior committees. For example, PAP2c aimed to reach 30% females in leadership teams; this commitment was reinforced by the Chair of Council who signed up to the 30% Club. The proportion of females in Council increased from 23% in 2015 to 40% in 2019. The 2019-2025 action plan committed to provide AS training to UEB members (PAP1.5B), AS became a standing item for all University EDI Committee meetings (PAP1.14F), and the aspiration (see VC letter in 2019-2025 application) was agreed and a plan made to prepare for a gold application in partnership with UEB (PAP1.2C). During this period, our Head of Executive and Governance Office targeted promotion of vacancies within senior committees to spaces with wider representation, for example, our staff

networks. The future action plan commits to creating a committee shadowing scheme for underrepresented groups (AP4) and aims to increase overall representation of females to 50% across committees (currently at 44%).

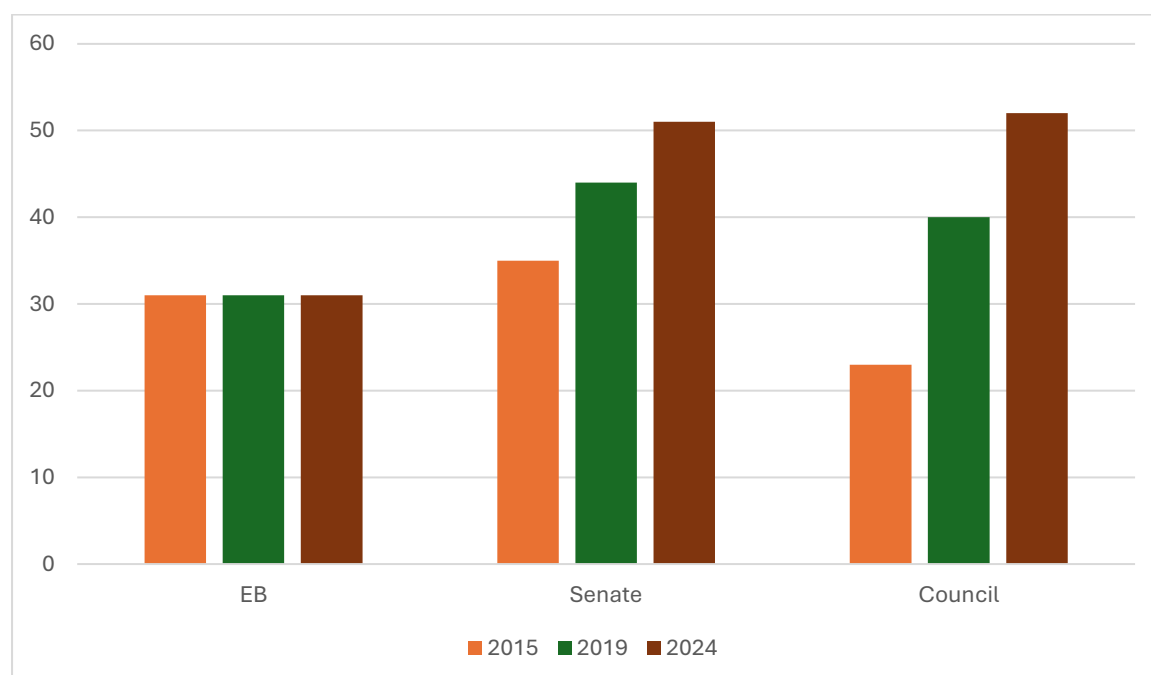


Figure 7: Proportion of females in senior committees since 2015.

Figure 7 demonstrates progress in the representation of females in two out of the three most senior committees in the University since 2015. The figure demonstrates a consistent level of representation of 31% females in our UEB from 2015 to 2024, an increase in representation of females in Council from 23% in 2015 to 52% in 2024, and an increase in representation of females in Senate from 35% in 2015 to 51% in 2024.

Career conversations: The 2016-2019 plan aimed to increase the proportion of colleagues using the annual PDR approach to a minimum of 90% (PAP3F). Our 2016 staff survey, however, raised concerns about the effectiveness and consistency of 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. PDR training was made available for line managers and the approach became established practice. The 2019 Pulse Survey identified that only 21% of respondents agreed they had constructive feedback about their performance in PDR. The 2019-2025 plan set out some goals to review and improve our approach to PDR (PAP2.12F, PAP2.15A) and base the approach on guiding behaviours that align to our organisational values (PAP3.2A). The Conversations & Priorities (C&P) scheme was developed during 2021-2022 and introduced in 2023 with the goal of improving the employee experience of annual review by increasing the quality of conversations. The C&P program was designed to empower line managers with enhanced

resources, skills, and confidence to better support employee progression. While engagement with C&P has been lower compared to the PDR process (35% for C&P compared to 60% for PDR, Personal and Career Development Survey, 2024), valuable feedback has been collected, including higher scores for the clarity of agreed priorities for C&P (7.87/10 for C&P; 7.74/10 for PDR) and a higher rating for how supported colleagues felt in C&P (7.74/10 for C&P; 7.66/10 for PDR).

Looking ahead, the 2025-30 action plan includes specific steps to refresh and improve the C&P approach while ensuring that career conversations remain a central element of the annual appraisal process (AP38). We are committed to gathering ongoing feedback, including evaluating the C&P experience by sex and other protected characteristics, to ensure that the program evolves in a way that better meets the needs of all employees.

Academic Promotions: Our 2016-2019 plan included the AP3D 'Annual review of academic promotions procedures to ensure transparency of criteria and decision making'. This was developed in our 2019-2025 action plan with PAP2.5 which aimed to align progression routes for T&S colleagues to gain consistency with T&R colleagues, increase transparency, and remove the requirement to submit a case for promotion. Our data shows females in FMS are less likely to apply for promotion (F:M ratio 14.6%:15.6%) but more likely to be successful (F:M ratio 86.5%:85.1%) (Appendix 2, Table 54.1) and females in SAgE are more likely to apply (F:M ratio 22.2%:15.4%) and be successful (F:M ratio 86%:72.9%). Females in HASS, however, are more likely to apply (F:M ratio 15.8%:13.8%) but less likely to be successful (F:M ratio 68.3%:70.5%). The HASS and FMS faculties will collaborate to create a faculty promotions toolkit which will be shared with SAgE and contain blogs, guidance and resources to support individuals to develop strong promotions applications (AP45).

Research: Our 2012-2015, 2016-2019, and 2019-2025 plans all included actions referring to the REF. The 2012-2015 plan included a commitment to review the 2014 submission (PAP5b) for gender balance. Findings identified that submissions from females were proportionate to the number of eligible female academics. We also successfully achieved balanced representation in the 2021 REF submission (F:M ratio 50%:50%), ensuring female research contributions are equally represented in the REF. The next phase of progress will consist of specific EDI training for REF panels, including Unconscious Bias training, (AP35) to support ongoing representation in research.

Section 3: An assessment of the university's sector-leading activity

3.1 Maintaining good practice and innovation

Throughout our involvement with the AS charter, we have strived to develop best practice in gender equality, to monitor and evaluate the impact of our policies and guidance to ensure they are inclusive, and to share with others. Examples of innovation in our gender equality work include:

- Our family-friendly policies, a suite of policies developed through staff surveys and consultation, received particular commendation in our previous AS

application's feedback. We have continued to consult with our community with caring responsibilities to ensure we are providing the best support possible. Our RSP, which offers funded support to minimise the impact of extended parental leave on a returner's career, has seen enhancements since our last application, e.g., extended to colleagues returning from long-term unpaid carers leave, reduced minimum length of leave from 18 to 12 weeks, and enhanced communications to ensure awareness of the programme. Feedback has been very positive:

'Coming back from parental leave, the Returners Support Programme was really beneficial in giving me the confidence in progressing my career at a time when I might have otherwise paused it so I would really recommend it'.

RSP female recipient

Since its launch in 2017, the RSP has supported >70 colleagues, an investment of >£400k. We were awarded the 2023 UHR Culture Change and Organisational Development award for this project (Figure 5).

Figure 8: 2023 UHR Culture Change and Organisational Development award



- Following wide consultation (survey, discussions with NU Parents and those with caring responsibilities), we co-developed a university-wide Carers Policy which includes: a Carer's Passport; comprehensive manager's guidance to support implementation; and enhanced flexible leave of up to five days for colleagues with caring responsibilities. We established a NU Carers network. We were invited to share this practice at a Carers UK Business Forum meeting (2021) and presented it at the AHE EDI Conference (2023) after which the Universities of Sussex and Sunderland made contact for advice on developing a similar policy.
- Our Travel Policy underwent review following feedback that it could be more inclusive. In consultation with the EDI Networks, it was updated e.g. 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 e.g. since July 2024, four colleagues have claimed for childcare at a conference.

- Commissioned by AHE, NU undertook a consultation exploring the potential for a new holistic approach to EDI work, a key commitment in AHE's strategy. The HEI sector-wide consultation involved an in-depth exploration of stakeholders' (n=279) views on the potential benefits, opportunities, risks and lessons to be learnt. This project has informed the development of AHE's Inclusive Institution Framework. Learning from this project, we have changed our practice by consolidating our institutional AS and REC plans into one document and creating the SCS, a digital space supporting the alignment of our charter action plans.
- We have placed free personal products in bathroom facilities across the University for all our students who menstruate to access; units have similarly provided products for colleagues. 90% (37/41) of respondents in an FMS survey said they thought the free period products were very useful.

'I think it's [providing free personal products] a great thing to do; we had some visitors from other universities who all commented on how great it was.'

Survey respondent

Products are also provided in our international campuses (Figure 9). 80% of respondents in a feedback survey said that this was a great initiative and very helpful in case of menstrual emergency.

Figure 9: Flyer for the NUMed Sanitary Pad Project



- Following consulting with NU Parents and our Parents and Carers of Autistic Child Support Group facilitator, our Colleague Health and Wellbeing team now deliver parent-related wellbeing sessions including Managing Parental Burnout and Mindfulness for Parents as well as promoting parent support groups with positive feedback:

‘The course was useful and interesting. I came away with useful tips around self-care and how to support myself when faced with parenting challenges.’

Parental Burnout course female attendee

- Where relevant, faculty-specific policies are created to advance gender equality work within units. For example, clinical student feedback identified a need for a policy on head and arm coverings, to maintain patient safety while adhering to faith and religious dress in clinical settings. We developed a policy through extensive consultation with our students, students and colleagues from other medical schools, Board of Medical Studies, NHS clinical partners and faith societies. The draft policy was supported by UEDIC who encouraged it to be extended to other relevant units e.g. School of Education, Language and Communication (HaSS Faculty) with further consultation. The policy has facilitated the provision of 25 arm and 10 head coverings, all benefiting females.
- As part of our commitment as a UoS, we offer Sanctuary scholarships annually. Since 2020, we have awarded 18 scholarships, 11 to females (61%). The life-changing impact of these scholarships is summed up below:

‘I am reaching out to express my gratitude for the Sanctuary Scholarship. I completed the program with distinction; this scholarship was pivotal in helping me reach this milestone. I am starting a PhD in 2025. I know I would not be here without the support provided by this scholarship.’

Female NU Sanctuary scholar, 2023-24

Examples of our commitment to the inclusion of and support for people of all gender identities include:

- NUSU established a Trans Fund for students to apply for up to £50 towards new purchases of items such as binders, clothes, makeup, and other items that will make trans, non-binary students, and gender questioning students' lives easier.
- Feedback from Rainbow@Ncl highlighted difficulties faced by trans and non-binary students who experience barriers and financial burden when clothes shopping. Rainbow@Ncl ran its first Trans Clothes Drive in November 2022

for Trans Awareness Week with three further drives. Over 250 LGBTQ+ NU students have attended the on-campus drives, where they can take donations away. A local trans-owned barbershop has attended each drive offering pay-as-you-can, accessible, and identity affirming haircuts to over 40 LGBTQ+ students and students with disabilities. The events have been very successful and offer our LGBTQ+ students and colleagues a chance to come together in a welcoming, relaxed environment and celebrate our community. Student feedback has included: “lots of people made new friends at the event”; “it was lovely to be there and see a dedicated space for Newcastle’s trans community”; “how empowering it was and how comfortable [they felt]”.

3.2. Supporting others to improve

Feedback from our previous application noted that our ‘external engagement and leadership is apparent’. We continue to support others to improve their practice or adopt our good practice. Examples include:

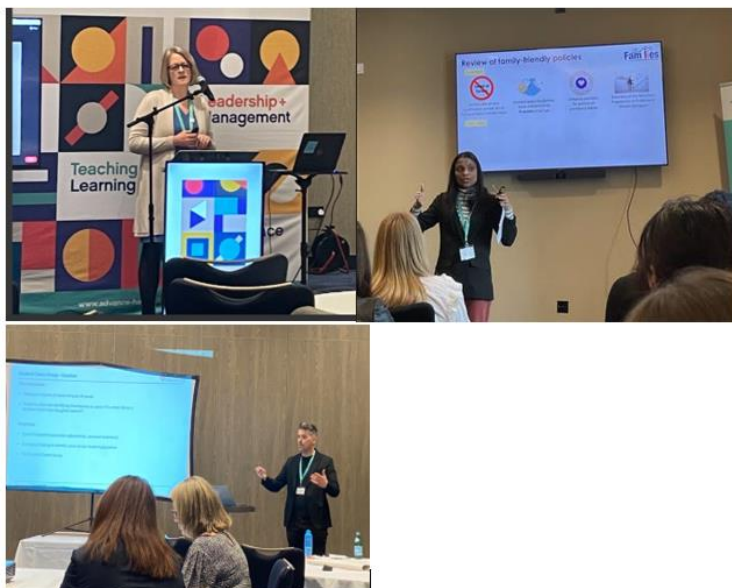
- GEG members have acted as critical friends for those applying for AS awards including the Universities of Bradford, the West of Scotland, Durham, Northumbria, Teesside and Sunderland; all were successful in gaining their awards. We have acted as reviewers and chairs to AS application panels providing expertise to the review process. We have provided mentorship on gender equality work to other Universities:

‘Professor Rankin served as the mentor to Northumbria University’s Athena Swan application process. She provided invaluable advice as we worked through our self-assessment process.’

Senior Sponsor for Gender Equality, Northumbria University

- We actively promote the AS charter e.g., presentations on AS to Inside Government (2020), the Westminster Insights EDI in HE conference (2023).
- We regularly present or run workshops at AHE conferences (Figure 10), e.g. Voices of Women in Mathematics: What are the barriers to an academic career? (2022), Inclusive Pronouns (2022), The EDI Toolkit (2023; with follow up from Bangor University), The Family-Friendly Project (2023), The Equality Project (2024), Inclusive Pronouns (2024).

Figure 10: Examples of presenting our gender equality work at AHE conferences



- We lead, are members of, and contribute to, EDI networks including: co-chair of NEDIAL, a community involved in designing, implementing and sustaining EDI interventions across HEIs; co-founders of the UK EDI Charters Network, a space for colleagues in the sector to share good practice and learning regarding EDI charter delivery. The SCS was shared as an example of good practice at the inaugural UK EDI Charters Network in February 2025; and received very positive feedback:

‘I really liked this idea [Shared Charters Space] and I’m currently reviewing how this could have an impact at my institution’.

Respondent, anonymous feedback survey after event

- We have shared our family-friendly policies widely showcasing what we include, the importance of ongoing consultation and review, and supporting others to adopt our practice e.g. supporting University of Southampton with developing their family-friendly policies:

‘We have been particularly inspired by the approachable language used in your policies, as well as the thoughtful provisions for bereavement.’

Operations Manager and Director of EDI, University of Southampton

- We have shared two impactful animations both hosted on YouTube (Figure 11). (1) 'Blood, bone, crone: The menopause experience from the inside out', a resource to support learning, focuses on the emotional impact of the menopause (viewed 445 times) (2) 'What is intersectionality?' produced with EDIF funding, viewed >799,700 times.

Figure 11: Animations produced at NU to explain gender equality issues shared on YouTube

(1) Menopause Experience
from the inside out



(2) What is Intersectionality?



Our gender equality work has also had international impact:

- An NUMed Foundation in Science Lecturer, with funding from NU Women, launched the 'Empower Women's Health' project which aims to educate women about preventive measures, early detection, and available treatments. The first-ever free HPV Vaccination and Cancer Screening program was organised in collaboration with the National Cancer Society Malaysia (Figure 12). Teenage girls who had not received an HPV vaccination, received their first dose.

Figure 12: NUMed's 'Empower Women's Health' project



- NU has partnered with the British Council to fund Scholarships to address gender disparity in HE and provide opportunities for talented women to excel in their chosen fields. NU welcomed our first cohort of students from South Asia in 2021 (see quote) with a further scheme ('Women from Hong Kong') launched in 2024.

'I was honoured to be part of the scholarship scheme and I hope that more girls like me can benefit from the programme into the future.'

Female scholar, Nepal

- Advancing gender equality in sport, we launched a flagship programme 'Future Female Leaders in Sport' in 2022-23 which will empower female leadership, coaching and sport development skills to support the rapid change and growth of sport and physical activity in the Kingdom of Saudi Arabia (AP75) with plans to expand the offer to other communities. Figure 13 summarises the impact to date.

Figure 13: Impact of the Newcastle University run 'Future Female Leaders in Sport' programme



- We co-hosted a webinar with colleagues from the Atlanta Global Studies Center for Race Equality week to highlight the global context of the civil rights movement and ongoing struggle for racial equality. This intersectional event strengthened ties between the UK and the US and has led to further collaborations.

Section 4: An assessment of the university's gender equality context

4.1 Culture, inclusion and belonging

EDI is one of our institutional core values which we aim to embed into every aspect of our practice. Our Equality Objectives (EO) build on this core value by identifying key areas of focus for 2025-2029 that align to our principles, institutional setting, and strategic direction. We have evaluated our gender equality context in relation to the EO's to ensure alignment with these areas. Each EO is detailed below and includes our gender equality context and plans for AS:

- **EO1: Increase representation of underrepresented protected characteristic groups among PS and academic colleagues, governing boards, decision-making committees and senior positions**

We have made progress in achieving greater gender representation in leadership roles, see section 2.2 for examples. We can also report that females have increased as a proportion of the most senior PS/PTO grades, Grade H (2019: 53.4%, 2024: 60.2%) and Grade IB (2019: 42.5%, 2024: 53.8%) (see Appendix 2, Tables 27.7-27.9, Chart 9)). Activity has included enhancing our approach to career conversations, improving consistency for routes into academic promotions, and establishing leadership training opportunities for colleagues from diverse backgrounds (see section 2.2 for further details).

There is still, however, work to do regarding existing areas of underrepresentation and perceptions regarding gender balance in leadership. For example, 30.8% of our EB members are female and this has remained static since 2019 (see Appendix 1, AP4). Females are also more likely (F:M ratio 19%:15%) to disagree when asked if they get useful feedback on their career development through PDR and females were more likely to say they did not have a mentor when starting a new role (F:M ratio 72%:71%) (FMS Culture Survey, 2022). The SAgE faculty culture survey 2023 summarised perceptions by identifying that females were less likely to believe the University is committed to achieving gender balance in leadership positions (F:M ratio 42%:60%).

The future plan aims to respond to areas identified by providing senior leadership shadowing opportunities, enhancing transparency for academic promotions, and continuing to develop our approach to career conversations - see related priorities and actions below:

Priority	Actions
Visibility and Oversight	AP4 Board/Committee shadowing scheme
Recruitment and Onboarding	AP24 Ensure search consultants include equality monitoring data reports as part of their service AP27 Revamp and promote the NU Buddy System
Career Development, Talent and Succession	AP37 Introducing talent and succession career conversations AP38 Review of Conversations and Priorities appraisal method AP40 Mentoring review AP45 Promotions toolkit

- **EO2: Further develop an inclusive culture and one which does not tolerate hate crime, discrimination, victimisation or harassment.**

We have made positive progress in this area including introducing a bullying and harassment policy, established a behaviour framework to support colleagues to live our values, and implemented new reporting and support systems for students.

Our analysis, however, indicates opportunities for further developments in the future action plan. For example, females in SAgE were more likely to identify an experience of bullying and/or harassment (F:M ratio 18%:13%) (SAgE Culture Survey, 2023). Our 2022 FMS culture survey identified females were also more likely (F:M ratio 18%:17%) to indicate that they had experienced bullying and/or harassment, increasing for disabled colleagues, particularly disabled females (F:M ratio 35%:29%) and for the small number of colleague respondents who identified as non-binary (33%). Females in our student cohort were more likely to report sexual violence (SV) (F:M ratio 131:21) and sexual harassment (SH) (F:M ratio 42:11) (Appendix 1, AP69). The FMS Culture Survey 2024 found 48% of colleagues agreed that inappropriate behaviour is dealt with effectively although females were less likely to agree (F:M ratio 43%:53%) and qualitative feedback indicated a need to create psychologically safe spaces (FMS Culture Survey, 2022). We have found varying levels of awareness about methods to report inappropriate behaviour in each faculty; only 35% of colleague respondents in FMS were aware of how to report instances (FMS Culture Survey, 2022) compared to 65% in SAgE (SAgE Culture Survey, 2023) and 69.4% in HASS (HASS Culture Survey, 2024) respectively.

The future plan aims to increase awareness about reporting for all colleagues, provide training about appropriate behaviour for colleagues and students, and create psychologically safe workspaces.

Priority	Actions
Career Development, Talent and Succession	AP29 Values led leadership offer AP46 Training and comms regarding SV/SH
Work Life Balance and Wellbeing	APs59-63 Behaviour Matters project (colleague behaviour) APs64-67 Wellcome Trust project (research culture)
Student Experience and Outcomes	AP69 Consent training AP70 Comms campaign regarding SV/SH

- **EO3: Increase representation of underrepresented protected characteristic groups among students and ensure equity in the student experience and graduate outcomes.**

We have introduced positive activity to support students for gender related themes in recent years. For example, an Independent Point of Contact (IPC) which supports students to discuss gender identity, created a policy to support students wearing head and arm coverings during clinical placements which mainly impacts female students, and our Rainbow@Ncl inaugurated the annual Trans Clothes Drive event for students during Trans Awareness Week.

There are, however, challenges that remain regarding gender representation and equity in our student body. For example, females are less likely to agree to the statement 'I feel part of a community of PGT students' (F:M ratio 66%:68%) and female PGR students are more likely to be negative when asked about their perception of the word 'community' (F:M ratio 27.2%:21.5%). There are intersectional challenges regarding a sense of belonging for Black female students in engineering (Razak and Laing, 2023) and female students from a Black or Black British African Background were more likely to not be optimistic about their options for a career post-University (28%) compared to the average (8%) (FMS Culture Survey, 2022). We also recognise challenges regarding attainment, for example, our data show that male students are 8.6% less likely to get a 2:1 or 1st degree award, higher than the sector average awarding gap of 3.4% (Appendix 1, AP77).

Our aim is to respond to challenges outlined above by enhancing support for colleagues regarding gender identity, increasing sense of community for PGT, PGR and students from minority ethnic groups, and monitoring our attainment gap closely.

Priority	Actions
Work Life Balance and Wellbeing	AP48 Listening sessions with T/NB colleagues and students AP49 Learn from IPC and implement support
Student Experience and Outcomes	AP68 Showcase intersectional career journeys APs 71, 72 Increase sense of community for students within PGT and PGR AP77 Attainment gap system AP79 Create and promote opportunities for Black female UG students to network with female PGRs

- **EO4: Further enhance our position as a family-friendly organisation**

We have strengthened our family-friendly policies (see section 1.4 for details) and the work undertaken has had a positive impact, for example, we acknowledged in section 2.2. that there has been an increase in the proportion of respondents who believe family-friendly policies suit their needs from 2017 to 2024. There is, however, still low levels of awareness about various policies, support, and entitlements. For example, NUPCS 2024 identified 65% of respondents were not aware of the NU Parents network, 88.5% were not aware of the adoption policy, 47.7% were not aware of bereavement leave for those who experience miscarriage, and 62% were not aware of the Carers Passport.

We acknowledge sex differences regarding the need for support as parents and unpaid-carers. For example, females are more likely to be carers (F:M ratio 59%:41%) (Census, 2021), are three times more likely to be student parents (Institute of Women's Policy Research, 2024) and are more likely to access parenting leave in the University (F:M ratio 54%:25%, NUPCS 2024). We aim to respond to the challenges by enhancing our family-friendly policies, increasing awareness of our policies, and enhancing our support for student parents.

Priority	Actions
Visibility and Oversight	AP10 Network of Networks
Work Life Balance and Wellbeing	AP50 FF review AP51 FF Comms plan AP53 Childcare cover for academics
Student Experience and Outcomes	AP73 NU Student Parent project

- **EO5: Progress developments in systems and processes relating to EDI data and embed EDI in our processes, policies, decision-making and governance.**

We have fewer colleagues identifying a gender that is different to their sex registered at birth (0.2%) compared to the population in England and Wales (0.5%) (Office for National Statistics, 2023) and fewer colleagues identifying a disability (4.7%) compared to the population in England and Wales (17.6%) (Office for National Statistics, 2023). We are also aware of having barriers to EDI data which can impact access and activity in response. For example, applicants cannot identify carer status which may impact the accuracy of our colleague data, the Recruitment Team must create manual reports to understand EDI characteristics in the recruitment process, and the EDI Team also require manual manipulation to understand EDI data and conduct intersectional analysis.

The future plan includes a range of actions to respond to data challenges by increasing diversity data categories and creating automated dashboards for our recruitment and EDI Teams.

EA has been integrated into NU since 2019 as outlined in section 1.4. There is still work to do to increase the number of colleagues accessing EA training (see Appendix 1, AP8 for data), keeping our EA SharePoint page which includes completed EA examples updated, and connecting with institutions nationally to understand how others are approaching EA.

Priority	Actions
Visibility and Oversight	AP20 Broaden diversity categories AP21 Data sharing comms campaign AP18 EDI data dashboard AP8 Increase opportunities for colleagues to learn about completing EA AP9 creation of National EA Network
Recruitment and Onboarding	AP19 Automated feed for EDI recruitment data
Work Life Balance and Wellbeing	AP50 FF review

4.2 Key priorities for future action plan

The future action plan includes five priority areas that have been developed based on the evaluation of our gender equality context. The priorities and respective evaluation are outlined below. Our longitudinal priority, Increasing the proportion of Women into Leadership, remains an active part of our action plan threading through

each of our five priority areas to ensure continued progress rather than as a separate priority. We will continue to work hard to further reduce our GPG, but this will be considered an outcome measure rather than an area of activity and related activities will now reside under one of the priorities identified below. We will also continue to report our gender, ethnicity and disability pay gaps annually. Diversifying our recruitment processes priority is now 'Recruitment and Onboarding' future priority as the GEG wanted to include more of the recruitment journey in the future action plan.

Priority 1: Visibility and Oversight

This priority provides transparency on our approach to delivery of our gender equality activity, aligns gender equality practices across the University, aims to increase data categories and disclosure rates, and commits to developing sector leading policies and practices to share across the sector.

Our evaluation identified relatively low scores for perceptions regarding EDI work in the University. For example, 53% agree (14.4% disagree) that 'HaSS Faculty leadership is committed to addressing inequalities around gender, race, disability, LGBTQIA identities' (HASS Faculty Culture Survey, 2024). We have created actions that increase transparency of our approach to delivering AS (APs1, 2), increase visibility and celebrate success with EDI charters via a joint communications plan with our faculty and departmental colleagues (AP3), increase oversight of all EDI charter action plans in the University via the SCS which offers live access to stakeholders and action plan leaders (AP14) and increase access to senior board/committees for underrepresented groups via a shadowing scheme (AP4).

As outlined in 4.1, there are potentially low levels of declaration for gender identity and disability at NU. AP20 aims to respond by broadening diversity categories in our system and include a self-describe option for gender and AP21 which will involve a data sharing campaign to encourage declaration for all protected characteristics.

Finally, we aim to continue to develop sector-leading initiatives that help to increase the visibility of gender equality and intersectional practices. For example, we have established and co-chair the UK EDI Charters Network (AP15), a community for colleagues delivering EDI charters across the sector. We are establishing a national network for equality analysis (AP9), a national network for staff networks (AP10), and an EDI Think Tank which utilises subject experts to inform practices (AP7).

Priority 2: Recruitment and Onboarding

This priority builds on our prior commitment to diversifying recruitment processes which has helped us to embed inclusive recruitment training modules, create more inclusive job adverts, and advertise roles on a broader range of platforms. The future priority aims to develop innovative new ways to embed inclusion into recruitment procedures, increase our data capabilities, and revamp approaches to onboarding for new colleagues.

Females are more likely to be shortlisted (38.1%, out of 286 applicants) than males (21.1%, out of 228 applicants) and more likely to be offered roles (17.5%) than males (11.8%) for academic and research roles in 2024 (Appendix 2, Table 43.2, Chart 15).

Similarly, females are more likely to be shortlisted (17.3%, out of 10,910 applicants) than males (12.9%, out of 8,929 applicants) and more likely to be offered roles (5.4%) than males (4.0%) for PS/PTO roles in 2024 (see Appendix 2 table 52.8, Charts 29-30). The REC culture survey (2022) identified the highest application to interview rates for academic roles were for white women (25%), followed by white men (15%), then women from MEG (10%) and men from MEG (5%). Similarly, white women and men were more successful from interview to hire (45%) followed by women from MEG (35%) and men from MEG (25%). The REC culture survey identified that 30% of respondents from a MEG believe that our policies (and/or processes) don't enable the best person to be recruited.

We have developed actions that support inclusive recruitment practices. For example, we will create a web page clarifying the candidate journey including intersectional video case studies (AP23), significantly increase the engagement with inclusive recruitment training materials via an online module for all hiring managers (AP22), curate a suite of free to use recruitment platforms that attract a diverse range of applicants (APs 25, 26) and develop an automated data feed for access to EDI data in the recruitment process (AP19).

Priority 3: Career Development, Talent and Succession

This priority aims to build on progress in our previous plan which integrated promotion conversations into annual appraisals, clarified academic promotions criteria, and utilised communications to promote a more diverse range of leaders. The future priority aims to continue our success by establishing a values-based leadership offer, enhancing our career conversations offer, and understanding colleague aspirations for mentoring and workload allocation.

There has historically been underrepresentation of females at senior levels in the academic and PS roles. This has, however, been changing over the last five years. For example, since 2019 to 2024 females have increased as a proportion of senior lecturers (2019: 38.8%, 2024: 39.5%), senior researchers (2019: 45.1%, 2024: 54%), readers (2019: 29.6%, 2024: 41%), and professors (2019: 28.9%, 2024: 34%). Females have also increased as a proportion of the most senior PS grades as outlined in section 4.2. There is still, however, areas of underrepresentation in some senior roles (e.g. senior lecturers, readers, professors, and clinical consultants) compared to the population of academic females (47.5%), females have decreased as a proportion of clinical researchers (2019: 59.3%, 2024: 55.1%), there are fewer female Principle Investigators (PI) leading research projects (F:M ratio 40%:58%), and there is an underrepresentation of females in maintenance roles (F:M ratio: 4.7%:95.3%) and specialist roles (F:M ratio: 36.5%:63.5%) (see Appendix 1, AP23).

The actions within this priority will respond to these areas of underrepresentation by creating an academic promotions toolkit (AP45), establishing a values-led leadership training offer (AP29), establishing a research leadership programme to increase confidence for colleagues to become PI (AP33), and utilise apprenticeships as a method to upskill colleagues and respond to areas of underrepresentation (AP34).

There is an aspiration for developing the quality and availability of career conversations. For example, the 2022 FMS culture survey, identified 19% female colleague respondents disagreed that they get useful feedback on their career development through their PDR, compared to 15% male colleague respondents. The PDR system was changed to C&P in 2023 and there has been a low engagement rate compared to the previous PDR system (35% completed C&P and 60% completed PDR, 1400 respondents, Personal and Career Development Survey, 2024). Action AP38 aims to review the C&P system and create a plan for wider rollout. We recognise career conversations go beyond annual appraisal and include, for example, our NU Mentoring programme and talent and succession conversations. Two of our departmental AS plans (SAgE Eng 6.3, HASS 5.4) refer to access to the central NU Mentoring programme, AP40 will respond by developing a plan for the scheme that meets organisational needs. The Organisational Development team will also introduce a standardised approach to talent and succession conversations that asks leadership to consider diversity of talent pipelines as part of their planning (AP37).

Priority 4: Work Life Balance and Wellbeing

This priority builds on our previous work developing family-friendly policies and procedures. The future priority aims to enhance our approach to support for parents and carers with additional activity for people of all gender identities and support for mental health.

The NUPCS 2024 revealed that parents, kinship and/or foster carers, or unpaid carers rated the University 6/10 on average when asked to what extent they feel supported by the University regarding support for being a parent or unpaid carer (1 = feel not at all supported, 10 = feel fully supported, 274 respondents). 78.7% (out of 263 respondents) were not aware of the RSP, 81.8% were not aware of the stand-alone carers policy (out of 264 respondents), and 80.3% (out of 314 respondents) were not aware of the location of information regarding family policies. We are therefore planning a review of our family-friendly policies and provisions (AP50), piloting a model for childcare cover for academics (AP53), enhancing our support for unpaid carers (AP54), and developing a communications plan to raise awareness of available support to parents and unpaid carers (APs 51, 52).

Alongside our commitment to broaden our diversity data categories (AP20) and create a data sharing campaign (AP21), we will conduct listening sessions with T/NB colleagues and students to improve our understanding of experiences and types of support that could be offered (AP48). We are aware that students can access an Independent Point of Contact (IPC) via Student Health and Wellbeing to discuss gender identity and explore areas including changing their name, pronouns, and gender in our systems. We are committed to learning more about this approach and developing the offer for colleagues seeking support related to gender (AP49).

Males are less likely to be aware of where to seek wellbeing support at work (F:M ratio 7.16:6.55) (1 = not at all aware, 10 = fully aware) (1,549 respondents, NUPCS 2024), males were also less satisfied with the support in place for health and wellbeing (F:M ratio 6.59:6.30) (NUPCS, 2024), and were less likely to access the

EAP in 23/24 (842 calls, F:M ratio 62.1%:30.3%). The CHWT have committed to developing a variety of mental health activities for males (AP55) and producing a communications plan to raise awareness of EAP (AP56).

Priority 5: Student Experience and Outcomes

This priority aligns to actions in our previous AS action plan to explore sex-based and intersectional issues in our student population. This priority will aim to build on findings and increase our understanding of the experiences and outcomes of our student body, enhance our offer in response to findings, and create opportunities to build community for intersectional student groups.

We recognise there is variation regarding outcomes and experiences on campus. For example, we identified in section 4.1 that females are more likely to be student parents, males are less likely to get a 2:1 or 1st, females from a Black or Black British African Background were less likely to be optimistic about their options for a career post-University, Black females have a lack of belonging in the engineering space, and females at PGT and PGR are less likely to feel part of a community. We have a range of actions planned in response to these challenges. For example, the Student Parents Project (AP73) aims to understand the experiences of student parents on campus and use findings to influence our policy and practices. The attainment gap system (AP77) will develop an automated method to identify attainment gaps by module and sex. AP68 will entail creating videos that showcase alumni from intersectional backgrounds sharing their approaches to career success. AP79 intends to establish the Belonging in Engineering Network (BEN) and focus on bringing Black female UG and PGR students together. Finally, AP71 and AP72 aim to increase the sense of community for students in the PGT and PGR spaces by undertaking listening campaigns, peer mentoring, and student socials.

Section 5: Future Action Plan

[Find action plan separately on our EDI website]

Appendix 1. Culture Survey

Source of data for Self-Assessment

The self-assessment was informed by analysis of multiple quantitative and qualitative data sets.

Full table:

Action in central plan	Links to (faculty culture survey, dept culture survey, other action plan/survey)	Data/related actions
1.' Publish method of AS delivery and approach to responding to barriers'	HASS 1.4 'Athena Swan Succession Planning Create notes with lessons learnt and advice for future applications from this SAT and core members for the next application, and consolidate documentation from this application that will facilitate implementation'	HASS 1.4 Culture survey data - 'My School or Unit leadership actively supports gender equality': Agree – 70.6% Neither agree nor disagree – 20.6% Disagree – 7.7%
2. 'Create a resource with guidance regarding delivering	HASS 1.4 as above.	HASS 1.4 as above.

EDI charters for new starters'		
3. 'Create communications plan which links to faculty plans and promotes the work of Athena Swan and the successes achieved'	HASS 1.6 'Conduct a review of the Faculty EDI communications strategy and link to the university EDI communications strategy: inclusive of digital (the website; use of newsletters; advertising of events/news) and reporting (reporting structure; participation in and reporting to committees)'	HASS 1.6 Culture survey data - 'HASS faculty is committed to achieving gender balance in leadership positions': Agree – 64.9% Prefer not to say – 10.2% Disagree – 11.3% Not applicable – 22.4%
4. 'Pilot a board/committee shadowing scheme for colleagues from underrepresented groups'	Data from Head of Executive and Governance Office REC ACTION: CV3.1 'We need to ensure that voices are heard and	51.1% of our Senate members are female (up from 47.1% in 2019-20); 52.2% of council members are female (up from 40% in 2019), In 2023/2024, 69.2% of University Executive Board (UEB) members are male and 30.8% female. This male:female-ratio has not changed over the past 5 years with female underrepresentation compared to colleague population, (EDI Annual Report 2024 = Females 55.4%, Males = 44.6%) All EB members are from a majority ethnic background (white) and no other equality characteristics have been disclosed. REC CV3.1 A2 and A3 A2. Create more opportunities for MEG colleagues to be visible across the institution and to be a part of the decision-making process

	diversity is visible in our communications and our data’.	A3. Create resources and mechanisms to support colleagues who are ‘brave’ in championing inclusivity and race equality
8 ‘Further increase opportunities for colleagues to learn about how to complete an Equality Analysis’	Attendance data Research Concordat CAP 30, 31 HASS 1.7 ‘Equality Analysis, develop new guidance and communications plan to clarify process and improve take up’	In 2022/2023, 35 PS and academic colleagues attended the step-by-step training. In 2023/2024, this declined to nine attendees. CAP 30. University policies approved through the University Research and Innovation Committee (URIC) to have accompanying Equality Analyses (EAs) CAP 31. Spot checks on existing policies affecting researchers to check that EAs are being implemented. HASS 1.7 Culture survey data: ‘HaSS Faculty leadership is committed to addressing inequalities around gender, race, disability, LGBTQIA identities, etc’: Agree – 53% Prefer not to say – 11% Disagree – 14.4% Not applicable 21.6%
9 ‘Creation of a National Equality Analysis Network’	As above	As above
10. ‘Creation of a Collaboration of HEI Minoritised Staff Networks to promote engagement among all	HASS 2.7B ‘Create a line manager forum/community for both PTO and Academic line	HASS 2.7B rationale: ‘HaSS Faculty leadership is committed to addressing inequalities around gender, race, disability, LGBTQIA identities, etc’:

staff networks to promote NU-Carers engagement and collaboration with other similar networks'	managers to offer mutual support and share good practice both within HaSS and across the university'.	Agree – 53% Prefer not to say – 11% Disagree – 14.4% Not applicable 21.6%
11. 'Creation of Athena Swan Networking and Knowledge Sharing events, open to departmental and sector colleagues, partially to take a broader view of activity and impact progress in the institutional plan'	SAgE ENG action plan (3.6) 'Support minoritised groups to increase visibility and clarify routes to peer networks.	SAgE ENG culture survey data - To improve the sense of colleague belonging in all job families of the School. • 38.3% academic don't know how to report bullying an/or harassment. • 30% academic don't know how/where to seek support for mental health and wellbeing • 25% of academics don't know where to find information relating to family/caring policies and leave. We will promote networks as an opportunity to highlight support and increase awareness to policies.
12. 'Review and refresh the Gender Equality Plan'	Gender Equality Plan 2022	Gender Equality Plan 2022 Links to previous Athena Swan action plan and the respective priority areas: 1) Closing the gender paygap 2) Increasing the proportion of women into leadership roles 3) Diversifying our recruitment processes and approaches Also has a focus on work-life balance and organisational culture.
14. 'Roll out the Shared Charters Space'	HASS 2.3 'Integrate Race Equality Charter Actions with this AP Embed University-wide REC actions into our implementation programme in order to tackle racial inequalities throughout HaSS'	HASS 2.3 rationale - To deliver on our intersectional commitment to gender equality and ensure effective implementation of actions directly aimed at enhancing equality for MEG colleagues, we will work with the University EDI Charters Officer to ensure join-up of these areas of work.

20. 'Broaden diversity categories in the Employee Central system and increase data sharing rates'	EDI Annual Report 2024	Data sharing rates (i.e., proportion of colleagues who have provided their personal details) have seen an increase since 2019 (source: EDI annual report 2024). Gender affirmation has seen an increase of 25.9%-point increase in data sharing rate (Data sharing rate in 2019: 28.2% in comparison to 2024: 54.0%). Sexual orientation has seen a similar increase in data sharing rate of 25.9%-point (Data sharing rate in 2019: 28.7% in comparison to 2024: 54.6%). Despite an increase in data sharing rates across these two data categories, declaration rates for gender affirmation and sexual orientation are still low. Another category showing low data sharing rates is Religion and belief. Despite an increase of 25.8%-point in data sharing rate since 2019 (data sharing rate in 2019: 28.8%, in 2024: 54.7%), the data sharing rate is still low. Despite high data sharing rates for Disability status (>99% in the past years), there is a low proportion of colleagues declaring that they have a disability on their staff records. Disability declaration rate 4.7% in 2024 (source: EDI annual report 2024). The prevalence of disability in 2022/23, UK-wide was 23% for working adults (source: House of Commons Library, UK parliament). We believe disclosure is low, based on national statistics and also based on outcomes from anonymous institutional surveys revealing higher proportions of colleagues declaring a disability. The current data therefore does not represent all our colleagues with a disability.
22. 'Create online inclusive recruitment (IR) training for hiring managers'	REC C1.3 'The 2021 Colleague REC survey tells us that 25% of ethnically minoritised respondents to the survey don't perceive our recruitment processes to be transparent and 30%	REC C1.3 A1. Recruitment training modules to be developed and made mandatory for colleagues on interview panels, including ED&I in recruitment and recruiting a diverse organisation, responsibilities of being a diverse employer and employment law.

	believe that our policies (and/or processes) don't enable the best person to be recruited. We need to strengthen recruitment practices by engaging in recruitment training for Hiring Managers, including panel chairs. Research Concordat CAP 24.	Research Concordat CAP 24 'Include researcher recruitment in a values-based recruitment project to improve practice and have consistency across appointment processes led by Principal Investigators. Consider the use of narrative CVs or alternative mechanisms'
23. 'Web page with candidate journey and intersectional case studies launched'.	Annual EDI Report 2024 REC C1.2 SAgE Eng 2.1 'Invest in our online presence and content to support recruitment, visibly demonstrate our commitment to	Annual EDI report 2024 show an underrepresentation of female colleagues in e.g. maintenance roles (F:M-ratio 4.7%:95.3%), but also in specialist roles (F:M-ratio: 36.5% : 63.5%). C1.2.We need to increase the employer brand profile of the University as an employer of choice to the local community to directly increase applications from minoritised ethnic colleagues, especially for PS roles. SAgE Eng 2.1 Culture survey data - To improve the gender diversity in our colleague population. At the 31st October 2023 census date our colleague populations had the below % of females: • Academic – 22%

	diversity and inclusivity, and show more of the life of the School and its communities’.	• Researchers - 20% • PTO - 84% • TS - 10% This is an under representation, we will ‘Invest in our online presence and content to support recruitment, visibly demonstrate our commitment to diversity and inclusivity, and show more of the life of the School and its communities’.
24. ‘Ensure search consultants include equality monitoring data reports as part of their service’	REC C2.1. Search consultants are typically used for Senior Roles. Our 2021 annual EDI report advised that we have no colleagues from Ethnically minoritised backgrounds in H & IB grades in Professional Services. In academic roles, 7.7% and 7.9% percent of colleagues in IA and IB roles respectively. In order to increase this figure, a review of our current Search Partner engagements is needed; this will ensure that we are working with search partners to	REC C2.1 A1, A2, A3: A1: Full review of our current recruitment partners and undertake a procurement exercise where commitment and alignment to values and diversity are centred. A2: Identify partners who have experience in appointing diverse candidates. A3: Partners are required to disclose all EDI recruitment related data for search campaigns, and disclose positive action initiatives.

	share our values of diversity and are active in promoting our roles to diverse candidates.	
25. 'Mapping exercise around diversity platforms and candidate attraction to identify their success'	Disability Confident 1.5, 1.6	1.5 Developing links with Jobcentre Plus and accessing government resources (for example, Work and Health Programme providers (If you're in Scotland contact Fair Start Scotland) to advertise jobs and attract disabled people to apply for opportunities 1.6 working with and placing job adverts in the disability press or on disability websites, such as: developing links with Jobcentre Plus and accessing government resources (for example, Work and Health Programme providers (If you're in Scotland contact Fair Start Scotland) to advertise your jobs and attract disabled people to apply for opportunities working with and placing job adverts in the disability press or on disability websites, such as: Evenbreak, Disability Jobsite, RNIB, Vercida, your local disability rights organisation
26. 'Post mapping exercise about diversity platforms'	Disability Confident 1.5, 1.6	1.5 Developing links with Jobcentre Plus and accessing government resources (for example, Work and Health Programme providers (If you're in Scotland contact Fair Start Scotland) to advertise your jobs and attract disabled people to apply for opportunities 1.6 working with and placing job adverts in the disability press or on disability websites, such as: developing links with Jobcentre Plus and accessing government resources (for example, Work and Health Programme providers (If you're in Scotland contact Fair Start Scotland) to advertise your jobs and attract disabled people to apply for opportunities working with and placing job adverts in the disability press or on disability websites, such as: Evenbreak, Disability Jobsite, RNIB, Vercida, your local disability rights organisation

27. 'Revamp and promote the NU Buddy System'	Disability Confident 24. FMS PE4.1	Disability Confident 24. Providing mentoring, coaching, buddying and or other support networks for staff. FMS PE4.1 Culture survey data - The 2022 FMS culture survey, 71% (72%F) colleague respondents reported having no internal mentor. Furthermore, our external focus group on culture and environment recommended that we 'consider introducing a buddy scheme for new starters'. Discussion in the People Experience workstream suggested that new colleagues of all genders would benefit most from a buddy whilst they settle in and signposting to mentoring programmes for further development once they are settled in. The FMS culture survey data also indicated diversity in our faculty, such as minoritised genders and sexualities (12%), as well as religion and beliefs (37%, reducing to 6% without Christianity), highlighting the need to support minority groups. Further discussion in the People Experience workstream about member's personal lived experience of joining the faculty from minoritised backgrounds suggested that new colleagues would benefit from being offered the option of having a buddy with similar demographics for support whilst they settle in.
29. 'Improve the capability and behaviour of leaders and managers through the socialisation and implementation of both the Leadership	FMS Culture survey	FMS Culture survey data: 2022 FMS culture survey, 26% (26%F) colleague and 16% (22%F) PGR student respondents had experienced microaggressions, increasing to 33% in the small number of colleague respondents who identified as non-binary.

Framework and relevant measurable leadership offer’.	Pulse survey (2019) Research Culture Survey	Pulse survey (2019) 38% of colleagues agreed that inappropriate behaviour was dealt with effectively 46% in the research community agreed and 32% disagreed that 'discriminatory and inappropriate behaviour in my research environment will be dealt with effectively (2022 Research Culture Survey)
31. ‘Continue to socialise and embed the expectation that all new leaders and managers attend the new Induction programme. Evaluate its impact and continue to improve and enhance the initial content and format. Establish the Leadership induction and Welcome training.’	Disability Confident 20. FMS Culture Survey 2022	Disability Confident 20. Ensuring there are no barriers to the development and progression of disabled staff e.g. via access to leadership training opportunities. The 2022 FMS culture survey, 26% (26%F) colleague and 16% (22%F) PGR student respondents had experienced microaggressions, increasing to 33% in the small number of colleague respondents who identified as non-binary. These experiences impact psychological safety which can affect career development and progression, including whether colleagues feel able to nominate themselves to management and leadership development programmes
32. ‘Design and deliver a longitudinal evaluation for Inclusive Futures which tracks impact and outcomes.	REC C2.2 ‘We need to address the dearth of ethnic minority representation in senior roles by paying attention to the pipeline as well’.	REC C2.2 A1: Review and evaluate success of Inclusive Futures programme with the External provider (Common Purpose). Review how this pilot can be developed further.

	Disability Confident 20.	Disability Confident 20. Ensuring there are no barriers to the development and progression of disabled staff e.g. via access to leadership training opportunities such as Inclusive Futures.
33. 'Track the sex split of applicants and attendees on the Research Leadership programme. Compare to sex + split of PI's in NU and sector to understand if the training is changing the proportion of males and females'	REC R1. 'There is significant underrepresentation of minoritised ethnic colleagues on decision-making boards such as research committees, particularly those where membership is determined by role'	REC R1 A1, A2, A3. A1: Review membership of research committees at institutional, faculty and unit research committees as baseline data. A2: Develop committee shadowing scheme focussed on research decision-making committees that allows minoritised colleagues to experience committee working and give their feedback on how their practices and processes could be made more inclusive. A3: Pilot committee shadowing scheme in central committees (e.g. URIC, RSIG, RCCG), and evaluate and report on outcomes and benefits. A4: If successful, promote at Faculty and Unit level, to encourage more inclusive practices and encourage more diverse input and committee membership (to feed up University committees).
34. 'Utilise apprenticeships as a method to upskill and respond to areas of underrepresentation'	EDI Annual Report 2024	Annual EDI report 2024 show an underrepresentation of female colleagues in e.g. maintenance roles (F:M-ratio: 4.7%:95.3%), specialist roles (F:M-ratio: 36.5% : 63.5%), and in our School of Engineering Academic roles (F:M-ratio: 22% : 78%). Apprenticeships provide an opportunity to increase proportion where there is underrepresentation. Increasing representation across various work areas will create a more balanced pipeline which, in time, may impact the gender pay gap (15.5% mean pay gap, in 2024 EDI Annual Report).
35. 'Increase awareness of potential	Research Culture Action Plan 5.2	Research Culture Action Plan 5.2 'Consult and work with our research community to widen definitions of research excellence and feed this

bias in the REF output and impact selection process, and prevent bias from influencing these processes through training. influencing these processes'		understanding into reward mechanisms and processes to ensure everyone feels valued for their contributions to research. Ensure that changes in reward and recognition processes also strike the right balance between recognising individual and collaborative team successes, and that everyone understands how to progress their careers in research, and what is required'
36. 'Develop and implement a University EDI training strategic plan'	Pulse survey: Personal and Career Development	Pulse Survey: Personal and Career Development. Females (1,235 respondents) scored on average 7.77/10 to the statement 'I know where to access information about available training and development', males (739 respondents) scored 6.89/10.
37. 'Introduce and evaluate a standardised approach to talent and succession conversations with leadership teams that actively considers the issues of diversity and leadership and management succession planning'	Research Culture Action Plan 2.7	Research Culture Action Plan 2.7 'Roll out a new annual appraisal process as part of Engage and Aspire to frame positive career conversations across all job roles and evaluate its success. Explore opportunities for team appraisals to enhance and better recognise joint working'
38. 'Review of C+P approach and create plan for wider roll out'	Pulse survey: Personal and Career Development SAgE Eng (6.1) 'Ensure full School	Pulse Survey: Personal and Career Development. Females (1,235 respondents) scored on average 6.22/10 to the statement 'I understand the steps that I can take to advance my career and goals', males (739 respondents) scored 5.82/10. Culture survey data (SAgE ENG 6.1) -

	Technicians Commitment	The 2023 Culture Survey reported: <i>"I have received useful feedback on their career development through career conversations."</i> • 53%F and 68%M academics disagree/strongly disagree • 19% PTO disagree/strongly disagree Technicians Commitment, 'Enhance Career pathways and development opportunities for Technicians through "Conversation and Priorities" ensure that technicians are offered appropriate training opportunities'
	FMS CD5.1 'Promote existing training opportunities for line managers and supervisors via communication channels, to ensure their professional development feedback are meaningful exercises and that links to promotion and progression or next job'	FMS CD5.1 Culture survey data - In our 2022 FMS culture survey, 19% female colleague respondents disagreed that they get useful feedback on their career development through their PDR, compared to 15% male colleague respondents. Additionally, 24% (23%F) PTO colleague respondents disagreed that their PDR was a useful tool to support career progression. This rose to 50% (50%F) in disabled PTO colleague respondents.
	HASS 6.4 'Highlight promotion pathways	HASS Culture survey, 'I receive useful feedback on my career development through PDRs':

	and support planning in C&P from year 1; enable promotions planning in C&P over 3-5 year timelines; ensure intersectionally disadvantaged colleagues are given proactive support for promotions planning'	Agree – 52.5% Neither agree nor disagree – 20.6% Disagree – 20.6% Not applicable – 6.3%
39. 'Launch new Learning and Development policy'	FMS CD6.1 'Commitment that colleagues of all genders have the opportunity for continued professional development up to 0.5 days per month'	FMS CD6.1 Culture survey data - Our qualitative and quantitative culture data indicate the need to prioritise time for colleague career development. In our 2022 FMS culture survey, 19% female colleague respondents disagreed that they get useful feedback on their career development through their PDR, compared to 15% male colleague respondents. 24% (23%F) PTO colleague respondents disagreed that their PDR was a useful tool to support career progression, increasing to 50% (50%F) in disabled PTO colleague respondents. This highlights the need to provide all colleagues, particularly line managers, with time to read key policies and attend training to support colleagues of all genders.
40. 'Develop a plan for NU Mentoring scheme that meets organisational needs'	SAgE ENG 6.3 'Clarify routes to access mentoring expertise, either general or more specific (specific area of engineering, or specific area of	Culture survey data (SAgE ENG 6.3) - Culture survey 2023 I receive useful feedback from line management in PDR/Career conversations Total population: • 20.6% females disagree • 23.8% males disagree • 36.7% academics disagree

	challenge/opportunity) and ensure this information is readily available at all times'	• 15.8% PTO disagree ----- Decisions about promotion/progression are made fairly: Total population: • 14.3% females disagree • 38.7% males disagree • 40% academics disagree • 19.3% PTO disagree ----- I have been able to access a mentor when I have wanted one: Total population: • 14.3% females disagree • 23.4% males disagree • 38.3% academics disagree
	SAgE SNES 2.1 'Creation of Peer Mentoring scheme for SNES PGR students. Research culture funding obtained for project to pilot the scheme'.	Culture survey data (action 48) (SAgE SNES 2.1): SAgE SNES 2.1 'Creation of Peer Mentoring scheme for SNES PGR students. Research culture funding obtained for project to pilot the scheme'. • Feelings of isolation raised by international PGRs when transitioning to PGR study (identified in PGR Student Staff Committee) • PRES: 52.5% of PGR students agreed to "<i>I feel part of a community of PGR students.</i>" • Inaccessible information (PRES comments)
	FMS PE4.3	2022 FMS culture survey, 71% (72%F) colleague respondents reported having no internal mentor.

	Technicians Commitment HSS 5.4. Gather baseline data on access and participation to mentoring for HaSS PTO staff including the range of schemes available, number of places offered, and take-up of them. To include feedback from colleagues on the value of these schemes.	Technicians Commitment 'Enhance Career pathways and development opportunities for Technicians, increase the number of technicians participating as mentors and mentees in the NU Mentoring Scheme' HASS 5.4 rationale: Qualitative feedback in focus groups that mentoring is an important tool in professional development; this action is designed to expand take-up and enable us to track engagement and impact.
41. 'Creation of a Workload Model Forum'	Pulse survey: Wellbeing and Workload SAgE SNES 4.1 'Creation of a Workload Model Forum, consisting of a balanced academic	Pulse Survey: Wellbeing and Workload: Females (1,549 respondents) rated the statement 'Typically my workload is manageable' 6.01/10 on average, males (916 respondents) rated this statement 5.88/10. SAgE SNES 4.1 Colleagues, particularly academics report unmanageable workloads, a lack of fairness in workload allocation and poor mental health: Culture Survey 2023: "Workloads are allocated fairly"

	community supported by PTO to enable continuous improvement in the model, tariff and transparency' FMS WW 6.1 'Provide T&S and T&R colleagues and their HoAUs with individual workload reporting system (WRS) reports to monitor and address excessive workload that could trigger stress and inappropriate behaviours' and 6.3 'Explore the potential to roll out FMS WRS to R&I colleagues and investigate if the WRS would work in other job families'	• 53%F & 54%M academics strongly disagree/disagree • 23% PTO strongly disagree/disagree "My workload is manageable" • 59%F & 57%M academics strongly disagree/disagree • 25% PTO strongly disagree/disagree "My mental health and wellbeing are supported in my school" • 53%F & 50%M academics strongly disagree/disagree • 36% PTO strongly disagree/disagree/don't know FMS WW 6.1 and 6.3 Culture survey data - In our 2022 FMS culture survey, 40% (43%F and 31%M) academic colleague respondents did not feel that their workload was manageable, increasing to 68% (73%F and 44%M) for Lecturers at grade G (T&S and T&R contracts), suggesting a gender disparity. Furthermore, for Senior Research Associates and Research Fellows at grade G (R&I contracts), 59% (56%F and 67%M) academic colleague respondents did not feel that their workload was manageable, suggesting further (but opposing) gender disparity.
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42. 'Develop a standard leavers survey for all staff groups, which captures key information and equality monitoring data and is clear about how this information will be used to enhance insight and practice'	REC C.3.3.Lack of clear quantitative data on why colleagues leave the University	REC C3.3 A1, A2: A1: Develop a standard leaver's survey for all Colleague groups which captures key information and equality monitoring data. A2: Monitor Leaver's information to understand trends and address issues or problem Areas. REC Data: 2018-2021 Academic leavers: MEG groups = 12% of population however account for 27% leavers White groups = 79% of population however 71% leavers MEG groups are therefore more likely to leave their roles over this three-year period.
43. 'Creation of a Reward Report'	Research Concordat CAP 45 REC culture survey	Research Concordat CAP 45: Clear merit-based recognition and reward/promotion pathways that recognise diverse contributions to research. Evaluate how opportunities for advancement (e.g. spine point) are considered at appointment and during a project, and ensure all researchers are aware of promotion criteria and process at induction and Conversations & Priorities. REC culture survey data: PS pay review, white colleagues more likely to have supported nominations for pay review than MEG colleagues in 2022.
44. 'Review and, where applicable, update Reward Policy to include all pay	Research Culture Action Plan 5.2	Research Culture Action Plan 5.2 'Consult and work with our research community to widen definitions of research excellence and feed this understanding into reward mechanisms and processes to ensure everyone feels valued for their contributions to research. Ensure that changes in reward

elements providing transparency of approach to colleagues'	REC culture survey	and recognition processes also strike the right balance between recognising individual and collaborative team successes, and that everyone understands how to progress their careers in research, and what is required'. REC culture survey data: PS pay review, white colleagues more likely to have supported nominations for pay review than MEG colleagues in 2022.
45. 'FMS and HASS to develop a Faculty Promotions Toolkit to contain blogs, guidance and resources to support individuals to develop strong promotions applications. Ensure that the materials are representative of all career pathways and reflect gender and all other protected characteristics, including the intersectionality of protected characteristics'	FMS CD1.1, 'Develop a Faculty Promotions Toolkit to contain blogs, guidance and resources to support individuals to develop strong promotions applications. Ensure that the materials are representative of all career pathways and reflect gender and all other protected characteristics, including the intersectionality of protected characteristics' HASS 6.1 'Develop faculty promotions toolkit'	FMS CD1.1. Culture survey data - A lower % of female academic colleagues submit applications, compared to male colleagues; however, applications from females were more likely to be successful (75-83%F vs 68-72%M over the last 5 years). Furthermore, in our 2022 FMS culture survey, 44% of female colleague respondents and 50% of disabled colleague respondents perceived that there are barriers to promotion, suggesting the need to further support these colleagues to develop strong applications. 21% (26%F) academic colleague respondents were not satisfied that their unit had taken action to mitigate the adverse gendered impact of the COVID-19 pandemic, highlighting the need provide further guidance on how on how extenuating circumstances, including the gendered impact of COVID-19, is taken into account by the Promotions Panel. HASS 6.1 Culture survey data -

		'Decisions about promotion for academic staff are made fairly in HaSS Faculty': Agree – 38.9% Prefer not to say – 12.3% Disagree – 17.5% Not applicable – 31.3%
46. 'Implement a full programme of training and communication in relation to our duty to prevent sexual harassment/ sexual violence'.	Pulse survey: Wellbeing and Workload	Pulse survey: Wellbeing and Workload: Females (1,549 respondents) rated the statement 'My school, institute or unit is committed to providing a safe and healthy working environment' 7.35/10 on average, males (916 respondents) rated this statement 7.41/10. Pulse survey: Wellbeing and Workload: Females (1,549 respondents) rated the statement 'My school, institute or unit is committed to supporting the health and wellbeing of colleagues' 7.15/10 on average, males (916 respondents) rated this statement 7.06/10.
47. 'Enhance awareness of support for carers and the option to declare caring role in the University'.	NUPCS 2024	NUPCS survey: • 49.5% respondents not aware of 5 days carers leave, 2 of which are paid • 68.8% respondents not aware long-term unpaid carers leave is available for 9-12 months • 93.1% respondents not aware of 8 days paid foster care leave • 55.8% respondents not aware of stand-alone carers policy
48. 'Conduct listening sessions to improve our understanding of	EDI Annual Report 2024	The EDI Annual Report 2024, 0.2% of colleagues responded yes to the question 'is your gender different from sex registered at birth?', this is lower than national census data of 0.5% so is therefore an underrepresentation.

the experience of T/NB colleagues and students on campus and any barriers faced, and promote allyship'	HASS 2.4 'Run a biennial T/NB inclusion campaign In collaboration with Rainbow Network to promote recently improved university policies, provide examples of good practice, showcase T/NB presence and contributions, and encourage allyship'	Only 54% of colleagues shared their gender affirmation although this is a 6.9% increase in data sharing compared to 2023. HASS 2.4 Culture survey data - Qualitative data in focus groups, evidenced negative experiences by T/NB colleagues; Culture Survey revealed higher experience of Bullying, Harassment, Victimisation, and Sexual Misconduct by staff not specifying gender (more analysis is required of the relationship between gender non-disclosure and T/NB identity).
50. 'Review NU's Family Friendly policies and provisions as per the findings of the benchmarking exercise in 2024 and the NU Parents and Carers Survey 2024 and inform senior leadership team with proposals (to take place once financial mitigations are lifted)'.	NUPCS 2024	The NU Parents and Carers Survey 2024 revealed that 47.4% of the respondents who identified themselves as parents, kinship and/or foster carers felt satisfied to positive (score 7-10 on likert scale 1-10) about the support offered to them by the University. For colleagues who identified themselves as unpaid carers, this was 31.4%

51. 'Refreshed communication plan for the family-friendly policies and provisions, linking it to the EDI calendar of events (appropriate days/weeks, e.g. carers week, baby-loss, single parents day, international day of families, etc) and academic year calendar (start of school year, around school holidays). Updating information around family-friendly offer on external and internal websites, ensuring this information is found more easily'	NUPCS 2024 FMS WW 1.1 'Add family friendly and leave entitlement policy links to the leave webpage that details the different types of leaves including a direct link to leave booking system.' SAGe ENG	NUPCS survey: • 56.6% respondents not aware of Returners Support Programme • 88.5% respondents not aware of stand-alone adoption policy • 87.5% respondents not aware of bringing children and young people to work policy FMS WW 1.1. Culture survey data - In our 2022 FMS culture survey, colleague awareness of the "For Families" project was low at 23% (27%F), even among colleague respondents with caring responsibilities (29%; 33%F). SAGE ENG. The results reflect the outcomes from the departmental Athena Swan culture surveys, with for instance, in the School of Engineering, 25% of academics stating that they don't know where to find information relating to family/caring policies and leave.
52. 'Targeted communication around the Returner Support Programme to increase uptake and to enhance support to parents and unpaid carers who return from extended leave'.	NUPCS 2024	NUPCS survey: • 56.6% respondents not aware of Returners Support Programme

53. 'Increase the opportunities for academic colleagues to coordinate childcare'.	SAgE MSP 3.1.1 and 3.12	Parents and carers report problems with coordinating childcare for school half terms.
54. 'Become more self-sufficient regarding support for carers, utilise the templates available through EfC Membership to embed into business-as-usual'	Covid-19 Colleague Wellbeing Survey NUPCS	16.3% of respondents (2927 total respondents) in Covid-19 Colleague Wellbeing Survey (2020) explained they had carer responsibilities. The NUPCS identified low levels of awareness of support available to carers. For example, 49.5% of respondents (422 total respondents) in NUPCS (2024) explained they were not at all aware of the carers leave entitlement., 68.8% of respondents were not at all aware of the availability of 9-12 months unpaid carers leave.
55. 'Develop a variety of male mental health activities with the aim of increasing male engagement'.	Pulse survey: Wellbeing and Workload	Pulse Survey: Wellbeing and Workload 2024: Females (1,549 respondents) rated the statement 'I am satisfied with the support in place to help me manage my health and wellbeing' 6.59/10 on average, males (916 respondents) rated this statement 6.30/10.
56. 'Comms plan regarding new EAP provider and other mental health and wellbeing support (e.g. health checks)'	Disability Confident 26. Pulse survey: Wellbeing and Workload SAgE SNES culture survey SAgE ENG culture survey	Disability Confident 26. Guiding staff to information and advice on mental health conditions e.g. signpost to EAP. Pulse Survey: Wellbeing and Workload 2024: Females (1,549 respondents) rated the statement 'I know where to seek wellbeing support at work' 7.16/10 on average, males (916 respondents) rated this statement 6.55/10. SNES culture survey 2023: 24%F & 21%M academics disagree/ strongly disagree "I know where to seek support for mental health and wellbeing". SAgE ENG culture survey 2023:

		30% academics in ENG culture survey 2023 don't know how/where to seek support for mental health and wellbeing
58. 'Deliver University-wide EDI communications plan which promotes events, training, and charters on key EDI-related dates e.g. International Women's Day, International Day of Women and Girls in Science, including intersectionality to raise visibility and awareness of these days and related issues'	REC CV1.1 'There is an absence of a visible and Sustained commitment to Race Equality across University communication channels. Furthermore, an emphasis on Race Equality is not embedded equally in all our communications	REC CV1.1 A1, A2, A3: A1: Demonstrate a visible commitment to Race Equality across the institution. A2: Increase the visibility and amplify the voice of the Race Equality Network through communications. A3: Gain a better understanding of perceptions of the institution.
59 'Provide training and support to enable our executive and senior leaders/managers/supervisors to be reflective of their behaviour and to role model positive inclusive behaviours, challenge inappropriate behaviour effectively and support individuals	Research Culture Survey 2022, Behaviour Matters project.	The Research Culture Survey 2022 revealed 53% of our male academic colleagues and 43% of our female academic colleagues agree that the University deals with discriminatory and inappropriate behaviour effectively. The survey also showed 71% of males and 64% of females feel their views are valued.

who experience poor behaviour'		
60. 'Co-create a behavioural document with the University community to clarify the language and expectations of behaviour'	As above.	As above.
61. 'Create a behavioural hub. Provide a simple guidance tool to support colleagues to navigate to the appropriate policies, support and reporting options'.	As above.	As above.
62. 'Enhance current reporting to People Matters Group (PMG) to provide clear data on behaviour based reported cases and outcomes, including information on protected characteristics and any clustering of cases'.	As above.	As above.
63. 'Use data to better understand what	As above.	As above.

support services colleagues are accessing and how useful they find them’.		
64. ‘Develop a 6-month reflexive OD leadership intervention to build leadership capacity for building psychologically safe and inclusive research environments’	Research Culture Action Plan, actions 1.11, 2.1, 2.4, 2.5, 2.7, 3.2, Wellcome Trust project	The Research Culture Action plan (actions 1.11, 2.1, 2.4, 2.5, 2.7, 3.2) refer to developing the research leadership offer. The Reimagining Leadership project aims to create a leadership programme for research leaders and respond to findings of the Research Culture Survey. This Wellcome Trust funded project will build enhanced leadership capacity to cultivate psychologically safe and inclusive spaces. The project will make recommendations on how leadership practices can be acknowledged as part of values led reward and recognition processes.
65. ‘Apply learning from the project to advocate for change within the University and across the sector’.	As above.	As above.
66. ‘Apply learning from the project to advocate for change within the University and across the sector’.	As above.	As above.
67. ‘Use a Participatory Action Research approach to learn from approach taken’	As above.	As above.
68. ‘Create ‘draw my life’ style videos with	FMS TP11.1 ‘Create ‘draw my life’ style	FMS TP11.1 Culture survey data -

FMS alumni showcasing intersectional career journeys - struggles and successes'	videos with FMS alumni showcasing intersectional career journeys - struggles and successes'	In the taught programmes survey, 8% of respondents did not feel optimistic about their options for their career post-university. This increased to 12% in male respondents and 17% in disabled male respondents, as well as increasing to 10% in disabled female respondents and 28% in female respondents from a Black or Black British African Background.
71. 'Increase sense of community for all genders within the postgraduate research space'	SAgE SNES 2.1 PRES FMS CD7.1 'Provide PGR student social, networking and career development events to students of all genders to enhance research culture.' HASS 7.4A 'Address bullying of PGRs by Staff The adoption of an EDI dashboard to	SAgE SNES 2.1 Creation of Peer Mentoring scheme for SNES PGR students. Research culture funding obtained for project to pilot the scheme. Rationale / data: • Feelings of isolation raised by international PGRs when transitioning to PGR study (identified in PGR Student Staff Committee) • PRES: 52.5% of PGR students agreed to "I feel part of a community of PGR students." • Inaccessible information (PRES comments) PRES - '53.5% in in the University feel part of a community of postgraduate research students' FMS CD7.1 Culture survey data - In our 2022 FMS culture survey, 88% (90%F) PGR student respondents agreed that their supervisors supported their career development, reducing to 81% for male PGR students and 85% (78%F) disabled PGR students. HASS 7.4A Culture survey data - HASS <i>Postgraduate Research Experience Survey</i> (PRES) results are positive, but it was evident in other qualitative data from our focus groups that female

	house and distribute EDI data to HaSS colleagues'	MEG PGRs especially those with <i>Intersectional Protected Characteristic</i> and/or caring responsibilities; have more negative experiences of communication; work-life-balance; relations with supervisors; and progression/outcomes.
72. 'Increase sense of community for students within the postgraduate taught space'	Student Life Strategic Project Objective 2. PTES (2023)	Student Life Strategic Project Objective 2. 'To provide activities that ensure that students from all backgrounds can have a strong sense of belonging and feel valued as themselves within the wider University community. Students feel encouraged and able to engage with their peers, staff and activities at all stages of their student journey' PTES 'I feel part of a community of PGT students', 38% definitely agree, 27% mostly agree, 17% neither agree nor disagree, 12% mostly disagree, 6% definitely disagree.
77. 'Create an online system which can do the analysis for colleagues and make attainment gap reports easier to produce'	APP	Male students at Newcastle are 8.6% less likely than females to get 2:1 or 1st degree award, this is higher than the sector average awarding gap 3.4% (APP). There is a desire to develop a more nuanced understanding of awarding gaps by course and module.
79. 'Create and promote opportunities for Black female UG students to network with female PGRs.'	REC ST2.1 APP and Inclusive Newcastle Knowledge Centre report on awarding gap and actions. Razak, A. and Laing, K. (2023) Narrowing the Awarding Gap in	REC ST 2.1 'Increase students' sense of belonging to a community' APP and Inclusive Newcastle Knowledge Centre report on awarding gap and actions: The Belonging in Engineering Network (BEN) at Newcastle University School of Engineering is a student-led group that aims to improve Black and other Global Majority undergraduate and postgraduate students' experiences and help to reduce the awarding gap between Black home students and their peers in the School of Engineering. Narrowing this gap is a priority of Newcastle University's (NU) Access and Participation Plan (APP). Inclusive Newcastle Knowledge Centre working in partnership with a Student Advisory Board from the School of Engineering embarked on participatory action

	Engineering: Pilot project. Inclusive Newcastle Knowledge Centre, Newcastle University: Newcastle upon Tyne. PRES	research project to understand the causes of the awarding gap and identify potential actions. The research (Razak and Laing 2023) found Black and other Global Majority students experience a lack of belonging and isolation and noted peer networks as critical in finding support. Key recommendations from the research was to establish a Black Engineers Network and to support Black female UG students to network with female PGRs PRES 'Focussing on 'Community' and comparison to our competitors, at Newcastle students aged 30 or younger scored the sense of community significantly lower (55%) compared to the sector (61%) and Russell Group (62%). For the question 'There are sufficient opportunities to interact with other postgraduate research students', men, BAME students, full-time students, and home students all scored significantly lower compared to the sector and Russell group scores'.
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Appendix 2: Data Tables

[Redacted for publication]

Appendix 3: Glossary

Abbreviation	
AHE	Advance HE
AP	Action point
APP	Access and Participation Plan
AS	Athena Swan
BEN	Belonging in Engineering Network
BI	Business Intelligence
C&P	Conversations & Priorities
DEDI	Dean of EDI
DIG	Disability Interest Group
DPEC	Director of People Engagement and Culture
EA	Equality Analysis
EAG	External Advisory Group
EAP	Employee Assistance Programme
EDI	Equality, Diversity and Inclusion
EDIAD&I	EDI Advisor Data & Insights
EDICA	EDI Charters Advisor
EDICG	EDI Consultative Group
EDIF	Equality, Diversity and Inclusion Fund
EfC	Employers for Carers
ENG	Engineering
FDEDI	Faculty Director of EDI
FEB	Faculty Executive Board
FMS	Faculty of Medical Sciences
GEG	Gender Equality Group
GEP	Gender Equality Plan
GPG	Gender Pay Gap
HASS	Faculty of Humanities, Arts and Social Sciences

HE	Higher Education
HEI	Higher Education Institute
HoS	Head of School
IPC	Independent Point of Contact
IR	Inclusive Recruitment
MSP	Maths, Stats and Physics
ND	Neurodiverse
NDAS	Neurodevelopment Assessment Service
NU	Newcastle University
NUiS	Newcastle University in Singapore
NUMed	Newcastle University Medicine at Malaysia
NUPCS	Newcastle University Parents and Carers Survey
NU REN	Newcastle University Race Equality Network
NU TechNet	Newcastle University Technicians Network
NUSU	Newcastle University Student's Union
OD	Organisational Development
PAP	Previous action plan (2019-2025) action point
PAR	Participatory Action Research
PDR	Personal Development Review
PGT	Postgraduate Taught
PGR	Postgraduate Research
PI	Principle Investigator
PLERR	Plain Language Escalation Reduction Rate
PMG	People Matters Group
PRA	Principle Research Associate
PRES	Postgraduate Research Experience Survey
PS	Professional Services
PTES	Postgraduate Taught Experience Survey
PTO	Professional, Technical & Operational
RAG	Red, Amber, Green

REF	Research Excellence Framework
REC	Race Equality Charter
RM	Recruitment module
RSP	Returners Support Programme
SAgE	Faculty of Science, Agriculture and Engineering
SCS	Shared Charters Space
SFCT	Sport and Fitness Centre Team
SNES	School of Natural and Environmental Sciences
SoEWEN	School of Engineering Women's Engineering Network
SRA	Senior Research Associate
T&S	Teaching and Scholarship contract
T&R	Teaching and Research contract
UEB	University Executive Board
UEDIC	University EDI Committee
UG	Undergraduate
UoS	University of Sanctuary
USAT	University Self-assessment Team
WA	Workload allocation
WAM	Workload allocation model